DOCUMENT RESUME

ED 226 311 CG 016 643

AUTHOR	Walz, Garry R., Comp.; And Others
TITLE	Resources for Guidance Program Improvement. Volune I.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; Office of Elementary and Secondary Education (ED), Washington, DC. State and Local Education Programs.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
PUB DATE	82
CONTRACT	400-78-0005
NOTE	502p.
AVAILABLE FROM	ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($18.50).
PUB TYPE	Guides - Non-Classroom Use (055) -- Information Analyses - ERIC Information Analysis Products (071) -- Reports - Descriptive (141)
EDRS PRICE	MF02/PC21 Plus Postage.
DESCRIPTORS	Career Counseling; Consultation Programs; *Counseling Techniques; *Guidance Programs; Information Sources; Needs Assessment; Program Descriptions; *Program Development; *Program Effectiveness; *Program Improvement; Public Relations; School Counselors; Secondary Education; Testing

ABSTRACT

Designed for use by counselors, guidance directors, school administrators, school board members, and anyone interested in the improvement of school guidance programs, this resource book provides a collection of over 100 guidance program models and individual guidance practices. The format consists of references (bibliographic information with abstracts), syntheses (bibliographic information with extensive overview of the material) and syntheses with samples (bibliographic information, overview and actual instruments, practices, and models which can be reproduced). ERIC materials are identified with the ERIC document number; availability information for other resources is provided. The materials are organized in three sections representing elements of a comprehensive guidance program: (1) guidance program components, i.e., program models, needs assessment, program evaluation, public relations, consultation, and counseling and technology; (2) educational planning in guidance services, i.e., testing and testing programs, services for the college bound, and special needs services; and (3) life and career planning, i.e., counseling for basic life skills, personal counseling, and career counseling. (JAC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED226311

RESOURCES FOR GUIDANCE PROGRAM IMPROVEMENT

Volume I

developed by

Program Assistance and Operations Branch

Division of Educational Support,
State and Local Education Programs

U.S. Department of Education

and

ERIC Counseling and Personnel Services Clearinghouse

compiled by

Garry R. Walz
Helen L. Mamarchev
Mary C. Frenza

1982

CG 016643

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

ERIC/CAPS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The National
Institute of
Education

This publication was prepared with funding from the National Institute of Education, U.S. Department of Education under contract no. 400-78-0005. The opinions expressed in this report do not necessarily reflect the positions or policies of NIE or the Department of Education.

ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE
School of Education
The University of Michigan
Ann Arbor, Michigan 48109
Published by ERIC/CAPS

TABLE OF CONTENTS

Page

PREFACE vii

INTRODUCTION 1

SECTION 1: GUIDANCE PROGRAM COMPONENTS

I. Program Models 3

- Ann Arbor Public Schools Guidance Services Program 4
- Illinois Career Guidance Handbook 35
- Career Guidance Counseling Placement Guides 42
- Guidance in the High School 45
- Counselor Renewal System 47
- Building Comprehensive Career Guidance Programs for Secondary Schools: A Handbook of Programs, Practices, and Models 48
- New Imperatives for Guidance 50
- River City High School Guidance Services: A Conceptual Model 53
- Exemplary Vocational Guidance Projects in Virginia 53
- Vocational Guidance Competencies for Teachers in CBVE Programs 55

II. Needs Assessment 57

- Needs Assessment: Who Needs It? 58
- Needs Assessment: Pupil Personnel Services 73
- Needs Assessment Handbook for Basic Skills Projects 81
- Conducting a Needs Assessment: An ERIC/CAPS Fact Sheet . . 81
- A Systematic Approach to Vocational Needs Assessment 84

III. Program Evaluation 86

- How to Evaluate a School Guidance Program 87
- Competency-Based Career Guidance Program Design: A Two-Day Training Workshop 96
- Program Evaluation Handbook 98
- How to Design a Program Evaluation 98

IV. Public Relations 99

- The Counselor and Public Relations: A Manual for School Counselors 100
- A Guide to School and Community Action 105
- Dealing with Stress: A Major Component of a Parent Education Program 112
- Communications Survival Kit 123
- Developing Effective Public Relations and Coordinator's Guide 124

Page

Human Relations Skills in Individual Interactions for the Occupational Specialist 125
Basic Counseling for Personal Concerns for the Occupational Specialist (also Basic Parent Counseling Skills and Basic Vocational Counseling Skills) 129
National Diffusion Network (NDN) Program: Project Developmental Play 134

V. Consultation 136

Consultation as a Counselor Intervention 137
Consultation: A Model for Helping Professions 170
The Counselor as Consultant in the Development of the Teacher-Advisor Concept in Guidance 174
Career Education: The Consultant Approach 176

VI. Counseling and Technology 178

Computerized System of Career Information and Guidance: A State-of-the-Art 179
Report of the U.S. Department of Education Task Force on Learning and Electronic Technology 183
The Student Accounting System: A Process for Tracking and Assessing the Flow of Students through Vocational Education Programs 185
Microcomputers in Education. Report No. 4798 187
A Review of Issues in Computer-Assisted Counseling and a New Approach to its Applications in College Selection . . 190
The Role the Career Information System Plays in Assessment and Employability Development Plans 190

SECTION 2: EDUCATIONAL PLANNING IN GUIDANCE SERVICES

I. Testing 191

Suggested Procedures for Developing an Efficient Testing Program 193
Selection and Use of Standardized Tests: A Resource Book for School and District Personnel 198
Testing for College Admissions: Trends and Issues (includes section on Test Coaching) 203
Everything You Wanted to Know about Test Wiseness 214
Current Practices in the Implementation of Minimal Competency Testing Programs 219
State Minimum Competency Testing Programs. Resource Catalog. Final Report 227
State Minimum Competency Testing Programs: Resource Guide. Legislation and State Policy Authorizing Minimum Competency 227

Page

The Selection and Evaluation of Tests. Director's Handbook: Topics in Testing, Measurement, and Evaluation 228
Measurement and Testing: An NEA Perspective. NEA Research Memo 229
A Counselor's Guide to Vocational Guidance Instruments . . . 230

II. Services for College Bound Students 233

How High School Students Select a College 234
Guidance of the College-Bound: Problems, Practices, Perspectives 237
The College Orientation Workshop: A Counseling Model and Curriculum Module 239
A Non-Traditional Approach to Pre-College Counseling 247
High School/College Partnerships 249
Preparing Students for College: The Need for Quality. Issues in Higher Education 250

III. Alternative Education/Special Needs Services 251

Alternative Education Programs: A Guide for Implementation . 252
Keys to Success in Student Personnel Services: A Description of a Model Program 259
Alternative Education Programs for Disruptive Youth 269
Strategies for Vocational Educators and Counselors Working Together 270
Career Futures for Exceptional Individuals 276
Reaching and Helping High School Dropouts and Potential School Leavers. Final Report. 282
Success for Physically Disabled Students. Sources to Upgrade Career Counseling and Employment of Special Students (also includes Success for Learning Disabled Students and Success for Students with Visual or Hearing Impairments) 283
National Diffusion Network (NDN) Program: Project Child Study Center 285
National Diffusion Network (NDN) Program: Project Positive Alternatives to Student Suspensions 287
National Diffusion Network (NDN) Program: Project Career Intern Program 288
National Diffusion Network (NDN) Program: Project Alternate Learning Project 290
National Diffusion Network (NDN) Program: Project Focus Dissemination Project 292
National Diffusion Network (NDN) Program: Project Educational Services for Schoolage Parents 294

Page

SECTION 3: LIFE/CAREER PLANNING IN GUIDANCE SERVICES

I. Basic Life Skills 296

Decisions for Living: A Guide for Personal Planning 297
The High School Student in the Working World: A Handbook for Counselors 308
Guide for an Assessment of Basic Life Skills and Basic Life Skills: Results Manual. Package Nos. 12-17 312
Options: A Career Development Curriculum for Rural High School Students 318
Investigation of the Adkins Life Skills Development Program: Employability Series 322
Where Do I Go from Here? A Career Guidance Workbook and Leader's Manual 323
The Employability Skills Series 325
Basic Life Skills for Cooperative Part-Time Training. Coordinator's Guide (also includes Personal Development and Job Related Instruction) 329

II. Career Planning 331

Central Kansas Career Development Program: A Collection of Units in Career Decision Making. Ten Sequential Instructional Modules to Assist Secondary Students in the Development of Occupational Decision Making Skills . . 332
Career Guidance Unit for Eighth Grade. Decisions! Decisions!; Career Exploration; Finding a Job You Like: Finding a Life You Like 337
Student Development Plan: Suggested Implementation Activities, Learning Activity Packets, Instructional Objectives, Evaluation and Outcomes 345
Guide for Occupational Exploration: Activities in Career and Self-Assessment. Counselor Edition 349
Activities in Career and Self-Assessment for Students with Work Experience. Teacher/Counselor Edition 352
Vocation/Career Counseling Competencies Approved by the Board of Directors of the National Vocational Guidance Association 354
Planning Ahead for Career Choice. A Career Decision Making Mini Course for High School Students 356
Field Tested Vocational Decision Making Programs: A Guidebook for Counselors and Vocational Education Teachers 357
Confronting the Future: A Conceptual Framework for Secondary School Guidance 357
Counselor's Manual: Career Guidance Activities for Junior and Senior High School Students. Articulated Career Guidance Project 358

Page

Involving Significant Others in Career Planning: A Counselor's Handbook. Research and Development Series No. 128 360
Career Education and the Quality of Working Life 361
The School Counselor and Career Education. New Monographs on Career Education 362
Competency-Based Guidance Program Training Modules 364
Rural America Guidance Series 366
Career Planning Support System (CPSS) 369
Community-Based Career Guidance Practices Volume Two. Secondary Level 370
National Diffusion Network (NDN) Program: Project Career Education Resource Center Program 371
National Diffusion Network (NDN) Program: Project Discovery 372
National Diffusion Network (NDN) Program: Pima County Developmental Career Guidance Project 374

III. Placement and Follow-Up Services 376

Model for Implementation of School Placement Services 378
Handbook of Exemplary Practices in Placement and Follow-Up . 389
Competencies for Placement and Follow-Up Personnel. Workshop and Resource Materials 395
You Can Get There from Here/The Job Hunter's Guidebook . . . 401
Model for Implementation of School Follow-Up System 402
The Design and Implementation of a Model Placement and Follow-Up Program 402

IV. Personal Counseling 404

Options: A Career Development Curriculum for Rural High School Students. Unit II, Decision Making 405
Preparing Young Women for Tomorrow: A Handbook of Career Counseling Strategies for Intermediate and High School Women. Monograph Number 9 412
Building Wellness Lifestyles (Counselor's Manual and Administrator's Guide) 423
Goal X: Preparing for a Changing World: Coping with Change. A Guide to Intervention Techniques for the Development of Problem-Solving and Coping Skills 429
Overcoming Sex Stereotyping: A Counseling Casebook 429
National Diffusion Network (NDN) Program: Project HEAR (Human Educational Awareness Resource) 432
Guidelines for School-Based Alcohol and Drug Abuse Prevention Programs 434
Drug Education Curriculum: Senior High Health Education Substance Abuse Prevention 442
A Guide to Multicultural Drug Abuse Prevention 448

Page

Drug Abuse from the Family Perspective: Coping is a Family Affair 448
National Diffusion Network (NDN) Program: Project Ombudsman 449
Grab H.O.L.D.: Help Overcome Learner Dropouts. Peer Counseling Manual 450
Together We Can. Strategies for the Facilitation of a Peer Support Group for Vocational Students in Non-Traditional Programs 457

PREFACE

This packet and accompanying videotape will assist local schools in their efforts to achieve educational excellence. It provides resources which can be used in improving the quality of guidance services offered to students. The packet is designed for nationwide dissemination to secondary school staffs. Through a judicious selection of guidance program models and individual guidance practices from ERIC and other sources, this packet expands both the range and the quality of guidance options available to schools.

The selected materials specifically:

1. Emphasize the power of local and community school initiative by providing a self-help resource which local school guidance staffs can use without the need of federal funding or external subject expertise.

2. Contain resources which are directly useful to counselors in assisting students to acquire basic and higher level skills.

3. Illustrate how a school board and a school staff can work together to improve a school guidance service.

4. Promote the use of computers and educational technology in school guidance services.

5. Assist schools in the implementation of Department of Education priorities by providing descriptions of methods and materials that focus on those priorities and which have worked successfully in other school programs, e.g., school achievement, equity, school-to-work transition, problem solving, and critical thinking.

6. Minimize the time and energy a school staff needs to devote to resource retrieval and program development by offering in one self-contained source guidance methods and materials successfully used in other school programs.

As well as benefiting the schools who use it, this packet and the accompanying videotape represent the successful collaboration of two Department of Education units--the Program and Assistance Operations Branch of the Division of Education Support, and the ERIC Counseling and Personnel Services Clearinghouse of the National Institute of Education. This collaboration produced a product better than either could have produced alone, and one which is of direct use to school staffs around the country. Our experience augers well for collaborations of this type in the future.

INTRODUCTION

As a counselor, you are already providing a variety of guidance and counseling services designed to meet the needs of your student population. However, as a professional, you are always looking for ways to improve your services as well as practical, concrete strategies that will fill gaps in your existing program. If you are like most counselors, you probably have a limited amount of time to search for or among the constantly expanding body of resources and materials that are available to guidance personnel.

This package, Resources for Guidance Program Improvement, is meant to provide busy counselors with ready reference to current, practial programs, activities, and references. Although the materials were chosen with practicing counselors in mind, guidance directors, school administrators, school board members, and anyone interested in the improvement of school guidance programs will find this volume useful.

The book is organized into three sections representing basic elements of a comprehensive guidance program, Guidance Program Components, Educational Planning in Guidance Services, and Life/Career Planning in Guidance Services. Each section and its contents reflects the opinions and suggestions of practicing counselors, guidance directors, career guidance consultants, administrators, school board members, and leaders of professional counseling associations who were asked to identify those areas of greatest concern for guidance program improvement. For example, in Section One, Public Relations and Consultation address an emerging and immediate need of counselors for information and practical techniques. In Section Two, the extensive material on testing and test coaching deals not only with a long-standing issue but also with an issue which represents a growing concern of parents and students. In Section Three, the Basic Life Skills component especially speaks to a topic of growing national and international interest.

How can you best use this book? Let's assume that you have been asked to conduct a needs assessment to determine what students, parents, or staff want from the guidance program. In Section One, you will find that Part II, Needs Assessment, provides a definition and description of the process along with examples of actual instruments that you can reproduce and distribute to your student, parent and/or staff population(s). You will find information about how to use the data you have collected, e.g., establishing goals, describing the present level of attainment for the goals, and identifying the discrepancies between "what is" and "what should be."

An increasingly important function that counselors are being asked to perform is consultation. In Section One, Part V, Consultation, outlines the steps for initiating the consultation process, defines the consultation helping relationship, and provides systematic and practical suggestions for a variety of consultation situations, e.g., with students, teachers, parents, and community members.

The sources used in compiling this book were drawn from ERIC, the National Diffusion Network system, state departments of education, and commercial publications. ERIC stands for the Educational Resources Information Center, an information system in existence since 1966 and currently sponsored by the National Institute of Education within the U.S. Department of Education. ERIC is designed to provide ready access to current literature dealing with education through a variety of products and services, e.g., databases, abstract journals, microfiche, and document reproductions. The ERIC materials in this book are identified by their ED (ERIC Document) number and may be read at an ERIC microfiche collection (at over 700 locations in the U.S. and abroad) or may be ordered through the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington VA 22210.

The National Diffusion Network Programs cited in this book are clearly identified by the acronym, NDN. The National Diffusion Network is an organization of primarily school-based programs that have been approved for nationwide dissemination by the federal Joint Dissemination Review Panel. Since its inception in 1974, the NDN has grown from 76 to 315 programs that were developed in large part by classroom teachers with grants from 26 federal programs and agencies and a variety of state and local sources who wanted workable solutions to local problems. The NDN was formed to save educators in other locations who face similar problems the time and expense of developing a solution from scratch. For information about the services of the National Diffusion Network, contact the National Diffusion Network Division, Room 802, Riviere Building, 1832 M St., NW, Washington, DC 20036.

Availability for other resources is provided along with the author and title information.

SECTION 1: GUIDANCE PROGRAM COMPONENTS

I. PROGRAM MODELS

INTRODUCTION

Most schools have implemented guidance services in some format. Effective services, however, involve more than sporadic or disjointed efforts which often result in confusion, duplication of efforts and gaps in services. Comprehensive school guidance requires the coordinated contribution of the entire school community--parents, teachers, administrators and students.

The technological revolution of the 1960's - 1970's and the concomitant increases in urbanization and population mobility, dramatic changes in the world of work, both structurally and occupationally, have all brought extensive psychological, sociological and economic changes to society as a whole. More than ever guidance services are necessary to enable individuals to grow and mature, and achieve economic self-sufficiency and fulfillment.

The model programs chosen for inclusion here represent only a few from the many available in ERIC and elsewhere. It is hoped that the opportunity to view comprehensive, developmental, coordinated, student-centered programs will aid those who wish to improve the services they already provide.

TITLE: ANN ARBOR PUBLIC SCHOOLS
            GUIDANCE SERVICES PROGRAM
PUB. DATE: 1980
LENGTH: 28 PAGES

The comprehensive guidance program of the Ann Arbor, Michigan Public Schools grew out of the efforts of a special committee of school counselors which met for two years to establish, crystallize and formalize the services and tasks the school counselors identified as their ongoing responsibilities. The program, reproduced here in its entirety, is designed for grades 7-12 and is organized in terms of objectives and the specific tasks necessary to reach those objectives.

ANN ARBOR PUBLIC SCHOOLS

GUIDANCE SERVICES PROGRAM

July 1980

TABLE OF CONTENTS

page

I. EDUCATIONAL GUIDANCE SERVICES

Orientation Services . . . . 7 - 11
Educational Planning Services. . . . . 12 - 14
Alternative Program Selection Services . . . . 15 - 16
Testing Services . . . . 17 - 18
Special Needs Services . . . . 19 - 20
Work Opportunity Services. . . . . 21 - 22

II. PERSONAL-SOCIAL COUNSELING SERVICES

Personal Counseling . . . . 23 - 26
Home and Community Consultation Services . . . 27 - 28
Staff Consultation Services . . . . 29 - 30
Referral Services . . . . 31 - 32

III. LIFE CARCEER GUIDANCE SERVICES . . . . 33 - 34

EDUCATIONAL GUIDANCE SERVICES

ORIENTATION SERVICES

7th Grade		8th Grade		9th Grade	
Description	**Objectives**	**Description**	**Objectives**	**Description**	**Objectives**
The guidance staff will:	Students and parents will become aware of:	The counselors will:	Students will:	The counselors will:	Students will:
Be involved in the planning and development of activities for students and parents in elementary feeder school in preparation for change to the intermediate schools.	1. The counselor and the guidance services provided. 2. Course offerings and description. 3. Building staff. 4. Building facilities. 5. Student activities. 6. Support staff and the services they provide. 7. The counselor and his/her role. 8. The procedures to use in meeting their needs by using the counselor.	Assist in the orientation of students to the 8th grade.	1. Know the counselor and his/her role. 2. Be able to identify the procedure to use in utilizing the services of the counselor. 3. Become familiar with building program and facilities.	Assist in the orientation of students to the 9th grade.	1. Know the counselor and his/her role. 2. Be able to identify the procedure to use in utilizing the services of the counselor. 3. Be more at ease in taking leadership roles in the school.

Tasks	**Month**	**Tasks**	**Month**	**Tasks**	**Month**
The counselors will:		The counselors will:		The counselors will:	
1. Participate in a planning meeting with feeder school principals.	January/February	1. Organize and conduct classroom, small group presentations for students regarding: a. The role of the counselor. b. The confidentiality of the counseling relationship. c. The guidance calendar for the year. d. The procedure to use for utilizing guidance services. e. Student responsibility for self and learning. f. The value of getting involved in student activities.	September	1. Organize and conduct classroom/small group presentations for all students regarding the following: a. The role of the counselor. b. Student responsibility for self and learning. c. Leadership responsibilities of 9th graders. d. The importance of doing well/i.e., permanent transcript.	September
2. Assist the principal in planning the agenda for orientation services.	January/February			2. Continue orientation activities for all late/new enrollees.	Continuing
3. Prepare an information presentation for students and parents.	February				
4. Organize and train a representative group of 7th grade students to assist in the delivery of the orientation presentation.	February/March				

EDUCATIONAL GUIDANCE SERVICES

ORIENTATION SERVICES (continued)

(From 9th to 10th Grade)

7th Grade

Tasks	Month
5. Be involved in the process of planning a hand-out for students regarding course selections.	February/March
6. A counselor 'team' will meet with elementary staff to: a. Explain the orientation presentation and exchange ideas. b. Clarify the need for information on students with immediate physical, social and academic concerns. (High risk students, gifted, leaders, problems, L.D., special needs, etc.) c. Acquire information from teachers on successful techniques used in working with specific problems of specific students.	March/April
7. Complete all orientation presentations to the feeder schools with the assistance of the student group. Invite parents, through the guidance newsletter, to take part in this orientation process.	March/April

8th Grade

Tasks	Month
2. Continue orientation activities for all new enrolees.	Continuing

9th Grade

Description	Objectives
The counselors will: Assist in activities for students in the 9th grade in preparation for movement to the high schools, including assistance to students and parents in their selection of high school courses and programs.	Students will: 1. Know about their next school setting. 2. Know about available courses and programs for selection.

Tasks	Month
1. Counselors in the intermediate schools and high schools will meet to discuss expectations of each other, new programs, dates of visitations, and other concerns.	December
2. Intermediate school counselors will inform teachers of courses and programs at the high school level.	January
3. Counselors will assist students in course selection using methods which may include: a. Classroom visitations. b. Information night for parents. c. Using older students as resource people. d. Slide presentation of receiving building and its program.	February

EDUCATIONAL GUIDANCE SERVICES

ORIENTATION SERVICES (continued)

7th Grade

Tasks	Month
8. Train students as tour guides of the intermediate building.	May/June
9. Assist in developing a procedure for feeder school students to become acquainted with the intermediate school building.	May/June
10. Assist in the planning of a parent meeting to be held at the intermediate school.	May
11. Participate in the fall orientation program for students and their parents.	September
12. Organize and conduct classroom presentations for all students regarding the following: a. The role of the counselor. b. The confidentiality of the counseling relationship. c. The procedure for utilizing guidance services. d. Student responsibility for self and learning. e. The need for students to get involved in student activities.	September
13. Continue orientation services for all late/new enrollees.	Continuing

Suggestions: Use audio-visual aids and provide information on the following topics: Course description, teachers, administrators, secretaries, support personnel, building facilities, bus program, general functions of students in the building (a typical day), and student activities.

8th Grade (None)

9th Grade

Tasks	Month
4. Assist students needing additional help.	February/March
5. Counselors will assist in the revision of the student's tentative four-year educational plan.	February/March

EDUCATIONAL GUIDANCE SERVICES

ORIENTATION SERVICES

10th Grade		11th Grade		12th Grade	
Description	**Objectives**	**Description**	**Objectives**	**Description**	**Objectives**
The guidance staff will:	Students will:	The counselors will:	New students will:	The counselors will:	New students will:
Participate in activities with students in the intermediate schools in preparation for movement to new schools, including assistance to students and parents in their selection of high school courses and programs.	1. Know about their next school. 2. Know about available courses and programs for selection. 3. Know the counselor and his/her role. 4. Become familiar with facilities at their new school. 5. Be able to identify the procedure to use in meeting his/her own needs. 6. Be at ease regarding new grade and school.	Assist in the planning and organization of activities to help new students in adjusting to the change in schools.	1. Know the counselor and his/her role. 2. Become familiar with facilities. 3. Be able to identify the procedure to use in meeting his/her own needs.	Assist in the planning and organization of activities to help new students in adjusting to the change in schools.	1. Know the counselor and his/her role. 2. Become familiar with facilities at their new school. 3. Be able to identify the procedure to use in meeting his/her own needs.

Tasks	**Month**	**Tasks**	**Month**	**Tasks**	**Month**
		The counselors will:		The counselors will:	
1. Principal and counselors will meet with department heads to review and update graduation requirements, sequential programs, and course offerings.	November	1. Participate in the fall orientation program for new students and parents.	As needed	1. Participate in the fall orientation program for new students and parents.	As needed
2. Counselors in the intermediate and high schools will meet to discuss new programs, dates of visitations, and other concerns.	December	2. Provide information for new 11th grade students regarding the following: a. The role of the counselor at the senior high school. b. Teacher/student relationships. c. Student responsibility for self and learning.	As needed	2. Provide information for new 12th grade students regarding the following: a. The role of the counselor at the senior high school, b. Teacher/student relationships, and c. Student responsibility for self and learning.	As needed

EDUCATIONAL GUIDANCE SERVICES

ORIENTATION SERVICES (continued)

10th Grade		11th Grade		12th Grade	
Tasks	Month	Tasks	Month	Tasks	Month
3. Counselors assist students with the course selection/educational planning process using appropriate methods which may include: a. Classroom visitations. b. Information night for parents. c. Using older students as resource people, and d. Slide presentation of receiving building and its program.	February/March				
4. Assist in the planning and organization of activities to help the students adjust to the change in grade and/or school.	April				
5. Participate in the fall orientation program for students and parents.	August/September				
6. Organize and conduct classroom presentation for all 10th grade students regarding the following: a. The role of the counselor at the senior high school, b. Teacher/student relationships, and c. Student responsibility for self and learning.	September				

EDUCATIONAL GUIDANCE SERVICES

EDUCATIONAL PLANNING SERVICES

7th Grade

Description	Objectives
The counselors will:	The students will:
1. Provide educational information to students, parents, and staff.	1. Understand the decision-making process regarding courses and programs.
2. Provide assistance to parents/students as they make decisions regarding appropriate course and program selections.	2. Know about courses and programs available for their selection.
	3. Make course and program selections according to their needs and interests.

Tasks	Month
The counselor will	
1. Participate in meetings with students and parents to discuss educational and vocational plans of students.	February/March
2. Inform students/parents of alternatives, off-site programs, and other options.	February/March
3. Meet with students in order to initiate their decision-making regarding courses and programs.	February/March
4. Follow-up with students who were absent or are having difficulty with decisions.	March/April
5. Request a parent/guardian signature on course selection forms.	April
6. Individualize class lists, based on student needs, where appropriate.	April/May

8th Grade

Description	Objectives
The counselors will:	The students will:
1. Provide educational information to students, parents, and staff.	1. Know about courses and programs available for their selection.
2. Provide assistance to parents/students as they make decisions regarding appropriate course and program selections.	2. Make course and program selections according to their needs and interests.

Tasks	Month
The counselor will:	
1. Participate in meetings with students and parents to discuss educational and vocational plans of students.	February
2. Inform students/parents of alternatives, off-site programs, and other options.	February
3. Assist in the dissemination of post-high school educational/financial planning information to parents/students.	April
4. Organize and conduct a program to provide students with an interest inventory and relevant follow-up discussions about the results of the inventory with students and parents.	October/November/December
5. Request a parent/guardian signature on course selection forms.	April
6. Individualize class lists, based on student needs, where appropriate.	April/May

9th Grade

Description	Objectives
The counselors will:	The students will:
1. Provide educational information to students, parents, and staff.	1. Know about courses and programs available for their selection.
2. Provide assistance to parents/students as they make decisions regarding appropriate course and program selections.	2. Make course and program selections according to their needs and interests.
	3. Understand the credit system.
	4. Understand what the required courses are.
	5. Be aware of the variety of electives.
	6. Be aware of the need to plan for sequential courses.
	7. Understand the significance of grade point average (GPA).

Tasks	Month
The counselors will:	
1. Explain the credit system.	February/March/April
2. Discuss courses required for graduation.	February/March/April
3. Discuss courses relevant to post-high school plans.	February/March/April
4. Discuss expectations regarding high school level work, grade point average (GPA), transcript, and long-range planning.	February/March/April
5. Request a parent/guardian signature on course selection forms.	April
6. Individualize class lists, based on student needs, where appropriate.	April/May

EDUCATIONAL . IDANCE SERVICES

EDUCATIONAL PLANNING SERVICES

10th Grade		11th Grade		12th Grade	
Description	**Objectives**	**Description**	**Objectives**	**Description**	**Objectives**
The counselors will:	Students will:	The counselors will:	Students will:	The counselors will:	Students will:
1. Identify and distribute relevant educational information to students, parents and staff.	1. Know about courses and programs available for their selection.	1. Identify and distribute relevant educational information to students, parents and staff.	1. Know about courses and programs available for their selection.	1. Identify and distribute relevant educational information to students, parents and staff.	1. Know about courses and programs available for their selection.
2. Assist parents and students as they make decisions regarding appropriate course and program selections.	2. Make course and program selections according to their needs and interests.	2. Assist parents and students as they make decisions regarding appropriate course and program selections.	2. Make course and program selections according to their needs and interests.	2. Assist parents and students as they make decisions regarding appropriate course and program selections.	2. Make course and programs available for their needs and interests.

10th Grade		11th Grade		12th Grade	
Tasks	**Month**	**Tasks**	**Month**	**Tasks**	**Month**
The counselors will:		The counselors will:		The counselors will:	
1. Participate in meetings with students/parents to discuss educational/vocational plans of the students and available courses/programs.	February/March	1. Assist in organizing meetings with students/parents to discuss educational/vocational plans of the students and available courses/programs. Review credit status with parents/students and discuss graduation requirements and vocational plans.	November/December/ January	1. Assist in arranging and coordinating visitations of post high school, college and technical school representatives.	September/October
2. Inform students/parents of alternatives, off-site programs, and other options.	February/March	2. Send letter to parents of each student and inform them of credit status - credits needed to graduate.	November/December/ January	2. Conduct group guidance sessions relating to educational planning.	September/October
3. Meet with students in order to initiate their decision-making regarding courses and programs.	Continuing	3. Inform students/parents of alternatives, off-site programs, and other options.	February	3. Meet individually with each senior to review: a. Credit status for graduation b. Post-high school plans c. Local employment opportunities/job placement services.	September/April
4. Review tentative four-year plan of studies with students.					

EDUCATIONAL GUIDANCE SERVICES

EDUCATIONAL PLANNING SERVICES (continued)

10th Grade		11th Grade		12th Grade	
Tasks	Month	Tasks	Month	Tasks	Month
5. Request a parent-guardian signature on course selection forms and major schedule changes.	March	4. Organize and conduct a program to provide students with an interest inventory and relevant follow-up discussions about the results of the inventory with students and parents.	October/November	4. Prepare in triplicate "Senior Check-up Sheet" showing graduation status for each counselor. One copy should be given student, one copy sent to parent, and one copy kept in counselor's file.	October/November
6. Provide information to students and parents about summer school options and enroll students in summer school programs, when appropriate.	May/June	5. Meet with students in order to initiate their decision-making regarding courses and programs.	February	5. Contact seniors personally who have failed required courses and/or have become deficient in credits during the first semester. Inform parents by letter of any changes in program and the student's current status.	January/February
		6. Provide/hold information sessions with parents/students to discuss 12th grade and post-high school plans.	February/March	6. Contact seniors and their parents whose grades indicate they may not graduate.	February/March/April/May
		7. Request a parent-guardian signature on course selection forms and major schedule change requests.	March	7. Notify those seniors and their parents who will not graduate.	As soon as known
		8. Provide information to students and parents about summer school programs, where appropriate.	May/June		

EDUCATIONAL GUIDANCE SERVICES

ALTERNATIVE PROGRAM SELECTION SERVICES

7th Grade		8th Grade		9th Grade	
Description	**Objectives**	**Description**	**Objectives**	**Description**	**Objectives**
The guidance staff will: Assist in providing information from which parents/students can make appropriate decisions about enrolling in alternative educational settings.	1. Students will know about alternative educational settings available for selection. 2. Students who select alternative educational settings will perceive that selection as being in their best interest.	The counselors will: Assist in providing information from which parents/students can make appropriate decisions about enrolling in alternative educational settings.	1. Students will know about alternative educational settings available for selection. 2. Students who select alternative educational settings will perceive that selection as being in their best interest.	The counselors will: Assist in providing information from which parents/students can make appropriate decisions about enrolling in alternative educational settings.	1. Students will know about alternative educational settings available for selection. 2. Students who select alternative educational settings will perceive that selection as being in their best interest.
Tasks	**Month**	**Tasks**	**Month**	**Tasks**	**Month**
The counselors will:		The counselors will:		The counselors will:	
1. Inform students/parents about alternative educational settings at orientation meetings.	Continuing	1. Inform students/parents about alternative educational settings at orientation meetings.	Continuing	1. Inform students/parents about alternative educational settings at orientation meetings.	Continuing
2. Assist in the referral of interested students to the educational setting of interest.	Continuing	2. Assist in the referral of interested students to the educational setting of interest.	Continuing	2. Assist in the referral of interested students to the educational setting of interest.	Continuing

EDUCATIONAL GUIDANCE SERVICES

ALTERNATIVE PROGRAM SERVICES

10th Grade		11th Grade		12th Grade	
Description	**Objectives**	**Description**	**Objectives**	**Description**	**Objectives**
The guidance staff will: Assist in providing information from which parents/students can make appropriate decisions about enrolling in alternative educational settings.	1. Students will know about alternative educational settings available for selection. 2. Students who select alternative educational settings will perceive that selection as being in their best interest.	The counselors will: Assist in providing information from which parents/students can make appropriate decisions about enrolling in alternative educational settings.	1. Students will know about alternative educational settings available for selection. 2. Students who select alternative educational settings will perceive that selection as being in their best interest.	The counselors will: Assist in providing information from which parents/students can make appropriate decisions about enrolling in alternative educational settings.	1. Students will know about alternative educational settings available for selection. 2. Students who select alternative educational settings will perceive that selection as being in their best interest.
Tasks	**Month**	**Tasks**	**Month**	**Tasks**	**Month**
The counselors will:		The counselors will:		The counselors will:	
1. When appropriate, at orientation and through contacts with parents, inform students/parents about alternative educational settings.	Continuing	1. When appropriate, and through contacts with parents, inform students/parents about all alternative educational settings.	Continuing	1. When appropriate, at orientation and through contacts with parents, inform students/parents about alternative educational settings.	Continuing
2. Assist in the referral of students to the educational setting of interest.	Continuing	2. Assist in the referral of interested students to the educational setting of interest.	Continuing	2. Assist in the referral of interested students to the educational setting of interest.	Continuing

EDUCATIONAL GUIDANCE SERVICES

TESTING SERVICES

7th Grade		8th Grade		9th Grade	
Description	**Objectives**	**Description**	**Objectives**	**Description**	**Objectives**
The counselors will: Assist with the interpretation of standardized testing results.	Students/Parents will: Understand the results of standardized tests.	The counselors will: Assist with the interpretation of standardized testing results.	Students/Parents will: Understand the results of standardized tests.	The counselors will: Assist with the interpretation of standardized testing results.	Students/Parents will: Understand the results of standardized tests.
Tasks	**Month**	**Tasks**	**Month**	**Tasks**	**Month**
The counselors will: Participate in meetings and/or interviews with students and parents about the results of standardized tests, as needed.	Continuing	The counselors will: Participate in meetings and/or interviews with students and parents about the results of standardized tests, as needed.	Continuing	The counselors will: Participate in meetings and/or interviews with students and parents about the results of standardized tests, as needed.	Continuing

EDUCATIONAL GUIDANCE SERVICES

TESTING SERVICES

10th Grade		11th Grade		12th Grade	
Description	**Objectives**	**Description**	**Objectives**	**Description**	**Objectives**
The counselors will:	Students/Parents will:	The counselors will:	Students/Parents will:	The counselors will:	Students/Parents will:
Assist with the interpretation of standardized testing results.	Understand the results of standardized tests.	Assist with the interpretation of standardized testing results.	Understand the results of standardized tests.	Assist with the interpretation of standardized testing results.	Understand the results of standardized tests.
Tasks	**Month**	**Tasks**	**Month**	**Tasks**	**Month**
The counselors will:		The counselors will:		The counselors will:	
Participate in meetings and/or interviews with students and parents about the results of standardized tests, as needed.	Continuing	Participate in meetings and/or interviews with students and parents about the results of standardized tests, as needed.	Continuing	Organize and hold meetings and/or interviews with students and parents about the results of standardized tests, as needed.	Continuing

EDUCATIONAL GUIDANCE SERVICES

SPECIAL NEEDS SERVICES

7th Grade		8th Grade		9th Grade	
Description	**Objectives**	**Description**	**Objectives**	**Description**	**Objectives**
The counselors will: Assist in the identification and referral of students to special needs services.	1. Students/parents will know of special services available. 2. Interested and qualified students will participate in special needs programs.	The counselors will: Assist in the identification and referral of students to special needs services.	1. Students/parents will know of special services available. 2. Qualified students will participate in special needs services.	The counselors will: Assist in the identification and referral of students to special needs services.	1. Students/parents will know of special services available. 2. Qualified students will participate in special needs services.

Tasks	Month	Tasks	Month	Tasks	Month
The counselors will:		The counselors will:		The counselors will:	
1. Inform students/parents of special services available: Gifted, handicapped, academic disabilities, special education, reading center, and tutorial services.	Continuing	1. Inform students/parents of special services available: Gifted, handicapped, academic disabilities, special education, reading center, vocational programs, and tutorial services.	Continuing	1. Inform students/parents of special services available: Gifted, handicapped, academic disabilities, special education, reading center, vocational programs, and tutorial services.	Continuing
2. Assist students with special needs, using referrals, test results, and cumulative file information.	Continuing	2. Assist students with special needs, using referrals, test results, and cumulative file information.	Continuing	2. Assist students with special needs, using referrals, test results, and cumulative file information.	Continuing
3. Facilitate referral to special services and participate in EPPC's.	Continuing	3. Facilitate referral to special services and participate in EPPC's.	Continuing	3. Facilitate referral to special services and participate in EPPC's.	Continuing
4. Take appropriate action to implement placement recommendations.	Continuing	4. Take appropriate action to implement placement recommendations.	Continuing	4. Take appropriate action to implement recommendations.	Continuing
5. Assist students/parents in finding tutors, when needed.	Continuing				

EDUCATIONAL GUIDANCE SERVICES

SPECIAL NEEDS SERVICES

10th Grade		11th Grade		12th Grade	
Description	**Objectives**	**Description**	**Objectives**	**Description**	**Objectives**
The counselors will: Assist in the identification and referral of students to special needs services.	1. Students/parents will know of special services available. 2. Qualified students will participate in special needs services. 3. Potential dropouts and dropouts will know the services/options available to them.	The counselors will: Assist in the identification and referral of students to special needs services.	1. Students/parents will know of special services available. 2. Qualified students will participate in special needs services. 3. Dropouts will know the services/options available to them.	The counselors will: Assist in the identification and referral of students to special needs services.	1. Students/parents will know of special services available. 2. Qualified students will participate in special needs services. 3. Dropouts will know the services/options available to them.

Tasks	Month	Tasks	Month	Tasks	Month
1. Inform students/parents of special services available: Gifted, handicapped, academic disabilities special education, reading center, vocational programs, and tutorial services.	Continuing	1. Inform students/parents of special services available: Gifted, handicapped, academic disabilities, special education, reading center, vocational programs, and tutorial services.	Continuing	1. Inform students/parents of special services available: Gifted, handicapped, academic disabilities, special education, reading center, vocational programs, and tutorial services.	Continuing
2. Encourage the development and maintenance of a special services directory.	Continuing	2. Assist students who have identifiable special needs - using referrals, test results, and cumulative file information.	Continuing	2. Assist students who have identifiable special needs - using referrals, test results, and cumulative file information.	Continuing
3. Assist students with special needs using referrals, test results, and cumulative file information.	Continuing	3. Facilitate referral to personnel special services and participate in EPPC's.	Continuing	3. Facilitate referral to personnel special services and participate in EPPC's.	Continuing
4. Facilitate referral to special services and participate in EPPC's.	Continuing	4 Take appropriate action to implement recommendations.	Continuing	4. Take appropriate action to implement recommendations.	Continuing
5. Take appropriate action to implement recommendations.	Continuing	5. Dropouts will be contacted and available services/options will be explained.	Continuing	5. Dropouts will be contacted and available services/options will be explained.	Continuing
6. Dropouts will be contacted and available services/options will be explained.	Continuing				

EDUCATIONAL GUIDANCE SERVICES

WORK OPPORTUNITY SERVICES

7th Grade		8th Grade		9th Grade	
Description	Objectives	Description	Objectives	Description	Objectives
The counselors will:	Students will:	The counselors will:	Students will:	The counselors will	Students will:
Assist in providing information to students about work opportunity programs. (Referral to C.O.E. office, job placement office, C.E.T.A. placement, special needs, M.O.I.S. job information).	1. Know about work opportunities. 2. Determine the work opportunities that best fits his/her needs. 3. Participate in the work opportunities, if interested and qualified.	Assist in providing information to students about work opportunity programs. (Referral to C.O.E. office, job placement office, C.E.T.A. placement, special needs, M.O.I.S. job information).	1. Know about work opportunities. 2. Determine the work opportunities that best fits his/her needs. 3. Participate in the work opportunities, if interested and qualified	Assist in providing information to students about work opportunity programs. (Referral to C.O.E. office, job placement office, C.E.T.A. placement, special needs, M.O.I.S. job information).	1. Know about work opportunities. 2. Determine the work opportunities that best fits his/her needs. 3. Participate in the work opportunities, if interested and qualified.

Tasks	Month	Tasks	Month	Tasks	Month
The counselors will		The counselors will:		The counselors will:	
Assist those students who have a need and/or desire to participate by:		Assist those students who have a need and/or desire to participate by:		Assist those students who have a need and/or desire to participate by:	
a. Informing students of work opportunities available, and	Continuing	a. Informing students of work opportunities available, and	Continuing	a. Informing students of work opportunities available, and	Continuing
b. Outlining the procedures for participating in program.	Continuing	b. Outlining the procedures for participating in program.	Continuing	b. Outlining the procedures for participating in program.	Continuing

EDUCATIONAL GUIDANCE SERVICES

WORK OPPORTUNITY SERVICES

10th Grade		11th Grade		12th Grade	
Description	**Objectives**	**Description**	**Objectives**	**Description**	**Objectives**
The counselors will:	Students will:	The counselors will:	Students will:	The counselors will:	Students will:
Assist in providing information to students about work opportunity programs. (Referral to C.O.E. office, job placement office, C.E.T.A. placement, special needs, M.O.I.S. job information).	1. Know about work opportunities. 2. Determine the work opportunities that best fits his/her needs. 3. Participate in the work opportunities, if interested and qualified.	Assist in providing information to students about work opportunity programs. (Referral to C.O.E. office, job placement office, C.E.T.A. placement, special needs, M.O.I.S. job information).	1. Know about work opportunities. 2. Determine the work opportunities that best fits his/her needs. 3. Participate in the work opportunities, if interested and qualified.	Assist in providing information to students about work opportunity programs. (Referral to C.O.E. office, job placement office, C.E.T.A. placement, special needs, M.O.I.S. job information).	1. Know the work opportunities. 2. Determine the program that best fits his/her needs. 3. Participate in the program, if interested and qualified.
Tasks	**Month**	**Tasks**	**Month**	**Tasks**	**Month**
The counselors will:		The counselors will:		The counselors will:	
Assist those students who have a need and/or desire to participate by: a. Informing students of sources of information about work opportunities, and b. Outlining the procedures for participating in program.	Continuing	Assist those students who have a need and/or desire to participate by: a. Informing students of sources of information about work opportunities, and b. Outlining the procedures for participating in program.	Continuing	Assist those students who have a need and/or desire to participate by: a. Informing students of sources of information about work opportunities, and b. Outlining the procedures for participating in program.	Continuing

PERSONAL-SOCIAL COUNSELING SERVICES

PERSONAL COUNSELING

7th Grade		8th Grade		9th Grade	
Description	Objectives	Description	Objectives	Description	Objectives
The counselors will:	Students will:	The counselors will:	Students will:	The counselors will:	Students will:
Work to establish rapport with each counselee so that they have the opportunity to express ideas and feelings about their concerns and interests.	1. Be aware of the services of the counselor. 2. Seek the assistance of the counselor, when needed. 3. Be able to locate and use available information. 4. Be able to approach and negotiate with a member of the staff a resolution to an educational problem.	Work to establish rapport with each counselee so that they have the opportunity to express ideas and feelings about their concerns and interests.	1. Be aware of the services of the counselor. 2. Seek the assistance of the counselor, when needed. 3. Be able to locate and use available information. 4. Be able to approach and negotiate with a member of the staff a resolution to an educational problem.	Work to establish rapport with each counselee so that they have the opportunity to express ideas and feelings about their concerns and interests.	1. Be aware of the services of the counselor. 2. Seek the assistance of the counselor. 3. Be able to locate and use available information.

Tasks	Month	Tasks	Month	Tasks	Month
The counselors will:		The counselors will:		The counselors will:	
1. Initiate contact with students at orientation visits, explain the services of the counselor, and discuss school and social adjustment.	September	1. Initiate contact with students at orientation visits, explain the services of the counselor, and discuss school and social adjustment.	September	1. Initiate contact with students at orientation visits, explain the services of the counselor, and discuss school and social adjustment.	September
2. Conduct individual and/or small group counseling sessions with those referred by parents, staff, and students.	Continuing	2. Conduct individual and/or small group counseling sessions with those seeking assistance and with those referred by parents, staff, and students.	Continuing	2. Conduct individual and/or small group counseling sessions with self-referred students and with those referred by parents, staff, and students.	Continuing

PERSONAL-SOCIAL COUNSELING SERVICES

PERSONAL COUNSELING (continued)

7th Grade		8th Grade		9th Grade	
Tasks	Month	Tasks	Month	Tasks	Month
3. Conduct group counseling sessions with small groups of students related to personal and social adjustment, as necessary. Formation of these groups will be determined on the basis of the thrust of the total guidance program.	Continuing	3. Conduct group counseling sessions with small groups of students related to personal and social adjustment, as necessary. Formation of these groups will be determined on the basis of the thrust of the total guidance program.	Continuing	3. Conduct group counseling sessions with small groups of students related to personal and social adjustment, as necessary. Formation of these groups will be determined on the basis of the thrust of the total guidance program.	Continuing
4. Provide support to students and assist them in the development of decision-making skills.	Continuing	4. Provide support to students and assist them in the development of decision-making skills.	Continuing	4. Provide support to students and assist them in the development of decision-making skills.	Continuing
5. Organize and disseminate information which relates to students making personal decisions about themselves and their relationships with others.	Continuing	5. Organize and disseminate information which relates to students making personal decisions about themselves and their relationships with others.	Continuing	5. Organize and disseminate information which relates to students making personal decisions about themselves and their relationships with others.	Continuing
				6. Assist in the creation of informational displays that are easily accessible to students.	Continuing

PERSONAL-SOCIAL GUIDANCE SERVICES

PERSONAL COUNSELING SERVICES

10th Grade		11th Grade		12th Grade	
Description	Objectives	Description	Objectives	Description	Objectives
The counselors will:	The students will:	The counselors will:	The students will:	The counselors will:	The students will:
Work to establish rapport with each counselee so that they have the opportunity to express ideas and feelings about their concerns and interests.	1. Be aware of the services of the counselor. 2. Seek the assistance of the counselor, when needed. 3. Be able to locate and use available information. 4. Be able to approach and negotiate with a member of the staff a resolution to an educational problem.	Work to establish rapport with each counselee so that they have the opportunity to express ideas and feelings about their concerns and interests.	1. Be aware of the services of the counselor. 2. Seek the assistance of the counselor, when needed. 3. Be able to locate and use available information. 4. Be able to approach and negotiate with a member of the staff a resolution to an educational problem.	Work to establish rapport with each counselee so that they have the opportunity to express ideas and feelings about their concerns and interests.	1. Be aware of the services of the counselor. 2. Seek the assistance of the counselor, when needed. 3. Be able to locate and use available information. 4. Be able to approach and negotiate with a member of the staff a resolution to an educational problem.

Tasks	Month	Tasks	Month	Tasks	Month
The counselors will:		The counselors will:		The counselors will:	
1. Initiate contact with students at orientation visits, and explain the services of the counselor, and discuss school and social adjustment.	September	1. Initiate contact with new students at orientation visits, explain the services of the counselor, and discuss school and social adjustment.	September	1. Initiate contact with new students at orientation visits, explain the services of the counselor, and discuss school and social adjustment.	September
2. Conduct individual and/or small group counseling sessions with self-referral students and with those referred by parents and staff and students.	Continuing	2. Conduct individual and/or small group counseling sessions with those seeking assistance and with those referred by parents and staff and students.	Continuing	2. Conduct individual and/or small group counseling sessions with those seeking assistance and with those referred by parents and staff and students.	Continuing

PERSONAL-SOCIAL GUIDANCE SERVICES

PERSONAL COUNSELING SERVICES (continued)

10th Grade		11th Grade		12th Grade	
Tasks	Month	Tasks	Month	Tasks	Month
3. Conduct group counseling sessions with small groups of students related to personal and social adjustment, as necessary. Formation of these groups will be determined on the basis of the thrust of the total guidance program.	Continuing	3. Conduct group counseling sessions with small groups of students related to personal and social adjustment, as necessary. Formation of these groups will be determined on the basis of the thrust of the total guidance program.	Continuing	3. Conduct group counseling sessions with small groups of students with similar concerns related to personal and social adjustment, as necessary. Formation of these groups will be determined on the basis of the thrust of the total guidance program.	Continuing
4. Provide support to students and assist them in the development of decision-making skills.	Continuing	4. Provide support to students and assist them in the development of decision-making skills.	Continuing	4. Provide support to students and assist them in the development of decision-making skills.	Continuing
5. Organize and disseminate information which relates to students making personal decisions about themselves and their relationships with others.	Continuing	5. Organize and disseminate information which relates to students making personal decisions about themselves and their relationships with others.	Continuing	5. Organize and disseminate information which relates to students making personal decisions about themselves and their relationships with others.	Continuing

PERSONAL-SOCIAL GUIDANCE SERVICES

HOME AND COMMUNITY CONSULTATION SERVICES

7th Grade		8th Grade		9th Grade	
Description	Objectives	Description	Objectives	Description	Objectives
The counselors will: Assist in the coordination of home, school, and community efforts which positively affect the students.	Students will: Perceive his/her school, community and home as working together to meet his/her needs.	The counselors will: Assist in the coordination of home, school, and community efforts which positively affect the students.	Students will: Perceive his/her school, community and home as working together to meet his/her needs.	The counselors will: Assist in the coordination of home, school, and community efforts which positively affect the students.	Students will: Perceive his/her school, community and home as working together to meet his/her needs.
Tasks	Month	Tasks	Month	Tasks	Month
The counselors will: Provide liaison services for students, parents, and teachers.	Continuing	The counselors will: Provide liaison services for students, parents, and teachers.	Continuing	The counselors will: Provide liaison services for students, parents, and teachers.	Continuing

PERSONAL-SOCIAL GUIDANCE SERVICES

HOME AND COMMUNITY CONSULTATION

10th Grade		11th Grade		12th Grade	
Description	**Objectives**	**Description**	**Objectives**	**Description**	**Objectives**
The counselors will:	Students will:	The counselors will:	Students will:	The counselors will:	Students will:
Assist in the coordination of home, school, and community efforts which positively affect the students.	The student will perceive his/her school, community and home as working together to meet his/her needs.	Assist in the coordination of home, school, and community efforts which positively affect the students.	The student will perceive his/her school, community and home as working together to meet his/her needs.	Assist in the coordination of home, school, and community efforts which positively affect the students.	The student will perceive his/her school, community and home as working together to meet his/her needs.
Tasks	**Month**	**Tasks**	**Month**	**Tasks**	**Month**
The counselors will:		The counselors will:		The counselors will:	
Provide liaison services between students, parents, teachers, and other appropriate personnel.	Continuing	Provide liaison services between students, parents, teachers, and other appropriate personnel.	Continuing	Provide liaison services between students, parents, teachers, and other appropriate personnel.	Continuing

PERSONAL-SOCIAL GUIDANCE SERVICES

STAFF CONSULTATION SERVICES

7th Grade		8th Grade		9th Grade	
Description	Objectives	Description	Objectives	Description	Objectives
The counselors will:	Counselors will:	The counselors will:	Counselors will:	The counselors will:	Counselors will:
Accept staff referrals and provide appropriate feedback.	1. Encourage building staff to make appropriate referrals. 2. Maintain a positive rapport with staff.	Accept staff referrals and provide appropriate feedback.	1. Encourage building staff to make referrals. 2. Maintain a positive rapport with staff.	Accept staff referrals and provide appropriate feedback.	1. Encourage building staff to make referrals. 2. Maintain a positive rapport with staff.

Tasks	Month	Tasks	Month	Tasks	Month
The counselors will:		The counselors will:		The counselors will:	
1. Reach mutual agreement with all staff regarding referral procedure (counseling vs. discipline referral).	September/Continuing	1. Reach mutual agreement with all staff regarding referral procedure (counseling vs. discipline referral).	September/Continuing	1. Reach mutual agreement with all staff regarding referral procedure (counseling vs. discipline referral).	September/Continuing
2. Consult with teachers, parents, and administrators when appropriate.	Continuing	2. Consult with teachers, parents, and administrators when appropriate.	Continuing	2. Consult with teachers, parents, and administrators when appropriate.	Continuing
3. Provide follow-up with the appropriate personnel.	Continuing	3. Provide follow-up with the appropriate personnel.	Continuing	3. Provide follow-up with the appr- priate perso	Continuing

PERSONAL-SOCIAL GUIDANCE SERVICES

STAFF CONSULTATION SERVICES

10th Grade		11th Grade		12th Grade	
Description	**Objectives**	**Description**	**Objectives**	**Description**	**Objectives**
The counselors will: Accept staff referrals and provide appropriate feedback.	1. Encourage building staff to make referrals. 2. Maintain a positive rapport with staff.	The counselors will: Accept staff referrals and provide appropriate feedback.	1. Encourage building staff to make referrals. 2. Maintain a positive rapport with staff.	The counselors will: Accept staff referrals and provide appropriate feedback.	1. Encourage building staff to make referrals. 2. Maintain a positive rapport with staff.

10th Grade		11th Grade		12th Grade	
Tasks	**Month**	**Tasks**	**Month**	**Tasks**	**Month**
The counselors will:		The counselors will:		The counselors will:	
1. Reach mutual understandings with the administration regarding referral procedure; e.g., counseling vs. discipline referral.	September/Continuing	1. Reach mutual agreement with administration regarding referral procedure; e.g., counseling vs. discipline referral.	September/Continuing	1. Reach mutual agreement with administration regarding referral procedure; e.g., counseling vs. discipline referral.	September/Continuing
2. Consult with teachers, parents, and administrators when appropriate.	Continuing	2. Consult with teachers, parents, and administrators when appropriate.	Continuing	2. Consult with teachers, parents, and administrators when appropriate.	Continuing
3. Provide follow-up with appropriate personnel.	Continuing	3. Provide follow-up with the appropriate personnel.	Continuing	3. Provide follow-up with the appropriate personnel.	Continuing

PERSONAL-SOCIAL GUIDANCE SERVICES

REFERRAL SERVICES

7th Grade		8th Grade		9th Grade	
Description	**Objectives**	**Description**	**Objectives**	**Description**	**Objectives**
The counselors will:	Students/Parents will:	The counselors will:	Students/Parents will:	The counselors will:	Students/Parents will:
1. Inform parents about available educational/personal-social referral services upon request. 2. Refer students and/or parents to school or community resources for assistance upon request.	Be made aware of appropriate educational/personal-social referral services.	1. Inform parents about available educational/personal-social referral services upon request. 2. Refer students and/or parents to school or community resources for assistance upon request.	Be made aware of appropriate educational/personal-social referral services upon request.	1. Inform parents about available educational/personal-social referral services upon request. 2. Refer students and/or parents to school or community resources for assistance upon request.	Be made aware of appropriate educational/personal-social referral services, when the need exists.

Tasks	**Month**	**Tasks**	**Month**	**Tasks**	**Month**
The counselors will:		The counselors will:		The counselors will:	
1. Recognize his/her own professional limitations as per American Personnel and Guidance Association standards.*	Continuing	1. Recognize his/her own professional limitations as per American Personnel and Guidance Association standards.*	Continuing	1. Recognize his/her own professional limitations as per American Personnel and Guidance Association standards.*	Continuing
2. Discuss the need for referral with the student and/or parent and encourage student/parent self-referral.	Continuing	2. Discuss the need for referral with the student and/or parent and encourage student/parent self-referral.	Continuing	2. Discuss the need for referral with the student and/or parent and encourage student/parent self-referral.	Continuing
3. Discuss referral resource with student/parent and evaluate the options.	Continuing	3. Discuss referral resource with student/parent and explain the options.	Continuing	3. Discuss referral resources with student/parent and explain the options.	Continuing
4. Initiate changes in the school schedule and/or school setting, if appropriate, and follow-up when needed.	Continuing	4. Initiate changes in the school schedule and/or school setting, if appropriate, and follow-up where appropriate.	Continuing	4. Initiate changes in the school schedule and/or school setting, if appropriate, and follow-up where appropriate.	Continuing

---

*American Personnel and Guidance Association standards in Addendum.

*American Personnel and Guidance Association standards in Addendum.

*American Personnel and Guidance Association standards in Addendum.

PERSONAL-SOCIAL GUIDANCE SERVICES

REFERRAL SERVICES

10th Grade		11th Grade		12th Grade	
Description	**Objectives**	**Description**	**Objectives**	**Description**	**Objectives**
The counselors will:	Students/parents will:	The counselors will:	Students/parents will:	The counselors will:	Students/parents will:
1. Inform parents about the educational/personal-social referral services that are available upon request.	Be made aware of appropriate educational/personal-social referral services.	1. Inform parents about the educational/personal-social referral services that are available upon request.	Be made aware of appropriate educational/personal-social referral services.	1. Inform parents about the educational/personal-social referral services that are available upon request. 2. Refer students and/or parents to school or community resources for assistance when the need exists.	Be made aware of appropriate educational/personal-social referral services.

Tasks	Month	Tasks	Month	Tasks	Month
The counselors will:		The counselors will:		The counselors will:	
1. Recognize his/her own professional limitations and responsibilities as per the American Personnel and Guidance Association standards.	Continuing	1. Recognize his/her own professional limitations and responsibilities as per the American Personnel and Guidance Association standards.	Continuing	1. Recognize his/her own professional limitations and responsibilities as per the American Personnel and Guidance Association standards.	Continuing
2. Discuss the need for referral with the student and/or parent and encourage student/parent self-referral.	Continuing	2. Discuss the need for referral with the student and/or parent and encourage student/parent self-referral.	Continuing	2. Discuss the need for referral with the student and/or parent and encourage student/parent self-referral.	Continuing
3. Discuss referral resource with student/parent and evaluate the options.	Continuing	3. Discuss referral resource with student/parent and evaluate the options.	Continuing	3. Discuss referral resource with student/parent and evaluate the options.	Continuing
4. Initiate changes in the school schedule and/or school setting and follow-up where appropriate.	Continuing	4. Initiate changes in the school schedule and/or school setting and follow-up where appropriate.	Continuing	4. Initiate changes in the school schedule and/or school setting and follow-up where appropriate.	Continuing

LIFE-CAREER GUIDANCE SERVICES

GROUP GUIDANCE PROGRAM

7th Grade		8th Grade		9th Grade	
Description *	Objectives	Description *	Objectives	Description *	Objectives
The counselors will:	Students will:	The counselors will:	Students will:	The counselors will:	Students will:
1. Provide leadership for a developmental guidance program for 7th grade students. 2. Assist in the delivery of this program.	Participate in a developmental program designed to assist them in obtaining life-career development skills.	1. Provide leadership for a developmental guidance program for 8th grade students. 2. Assist in the delivery of this program.	Participate in a developmental program designed to assist them in obtaining life-career development skills.	1. Provide leadership for a developmental guidance program for 9th grade students. 2. Assist in the delivery of this program.	Participate in a developmental guidance program designed to assist them in obtaining life-career development skills.
Program Components	Performance Objectives	Program Components	Performance Objectives	Program Components	Performance Objectives
1. Understanding/exploring self 2. Decision-making 3. Setting goals 4. Overcoming barriers 5. Assessing information 6. Enhancing relationships 7. Interpersonal relationships 8. Conflict resolution/problem-solving 9. Job-getting and holding skills.	To be determined	1. Decision-making 2. Determining values 3. Setting goals 4. Expanding options 5. Overcoming barriers 6. Enhancing relationships 7. Leadership skills 8. Conflict resolution/problem-solving 9. Money management 10. Job-getting and holding skills.	To be determined	1. Developing the ability to deal with self and others in a positive way. 2. How to operate and work within the system. 3. Developing realistic goals 4. Expanding options 5. Cross-cultural communication 6. Job-getting and holding skills 7. Financial planning/money management 8. Conflict resolution/problem-solving.	To be determined
* Assist in the operation of the Career Resource Center in Schools		* Assist in the operation of the Career Resource Center in Schools		* Assist in the operation of the Career Resource Center in Schools	

LIFE-CAREER GUIDANCE SERVICES

GROUP GUIDANCE SERVICES

10th Grade

Description	Objectives
The counselors will: *	Students will:
1. Provide leadership for a group guidance program for 10th grade students. 2. Assist in the delivery of this program.	Participate in a group guidance program designed to assist them in obtaining life-career development skills.

Program Components	Performance Objectives
1. Adjusting to the high school. 2. Conflict resolution/problem solving. 3. Job getting and holding skills. 4. High school/post-high school planning. 5. Interpersonal relations.	To be developed

11th Grade

Group guidance programs will be held in the following areas:

A. Post-High School Career Planning/ Decision-Making	
1. SDS Interest Inventory	October
2. Decision-Making Process	"
3. Career-Planning Process	"
4. College Application Procedures	April
5. Financial Aid Information	"
B. Testing Information	
1. PSAT/NMSQT/NMSF	September/March
2. ACT	" "
3. SAT	" "
4. AP Tests	" "
5. ACH Testing	" "
C. Career Resource Speakers	
Averaging one per month in the Career Resource Center	October/November/ February/March/ April

12th Grade

Group guidance programs will be held on the following topics:

A. Testing Information	
1. SAT	September
2. ACT	
3. AP Exams	
4. Achievement Tests	
5. GED	
B. Financial Aids Information for Post-High School Training	October
C. Post-High School Planning	
1. Employment	
2. Vocational Training	September/October
3. College	
4. Military	
5. Travel	
6. Other	
D. Exit Information Questionnaire	May

* High school counselors will assist in the operation of the Career Resource Center on a regular basis.

TITLE: ILLINOIS CAREER GUIDANCE HANDBOOK
PUB. DATE: 1981
LENGTH: 521 PAGES
ERIC NO.: ED 205 887

Career guidance programs and services are necessary to enable young adults to direct their energies toward personal and career goals, to help them mature so they can best use their opportunities, and to assist them in coping with stressful situations which would otherwise interfere with their life style development. This handbook is a compilation of guidelines, activities, and materials to aid the development of a workable career guidance program for any local or community based education agency.

Building on the theme that the development and operation of a career guidance system is similar to the individual's process of career decision-making, the handbook is organized in three progressive steps--planning, implementation, and evaluation--with one chapter devoted to each step in the cycle; the chapter divisions in turn represent the structural components of each cycle.

The planning stage (and chapter) of the career guidance process is divided into two steps:

(1) Assessing Needs
    Informal and formal assessment; procedural and contextual considerations
(2) Assessing Resources
    Procedural and contextual considerations

The second chapter, relating to the implementation phase, deals with school and work related programs:

(1) School Related Programs
    Affirmative action; admissions policies and course advising, career guidance practices; appraisal instruments; group activities for career guidances; (a sample activity is reproduced on the following pages); interest inventories; computer assisted career guidance
(2) Work Related Programs
    Work experience - benefits, types; apprenticeship - process,

requirements; job placement - legal issues, student services; post secondary school placement and financial aid

Chapter Three, or the evaluation phase includes:

(1) Formative evaluation

Informal and formal

(2) Summative evaluation

Informal and formal

An extensive set of appendices provides additional resources on:

- Department of Adult, Vocational and Technical Education
- Apprenticeship Programs
- Bilingual Vocational Education
- Career Guidance Centers
- Career Resource Center
- CETA Resources
- Community Colleges
- Cooperative Education
- Decision Making
- East Central Network/Illinois Vocational Curriculum Center
- Guidance and Counseling - Illinois State Board of Education
- Placement Center: How to Organize, Involving CETA, Within an Area Vocation Center
- Illinois Resource and Dissemination Network
- Inservice for Guidance Counselors
- Military Services Opportunities
- Ministry of Criminal Justice
- Occupational Survival Skills
- Pre-Employment Skills
- Project Big
- Public Assistance (Welfare)
- State of Illinois Department of Rehabilitation Services (DORS)
- Special Needs Students
- State Vocational Guidance Personnel Responsibilities
- Vocational Training Opportunities for Students
- Vocational Follow-up
- Universities and Colleges with Services and Facilities for Disabled Students
- Sex Equity
- Telephone Career Information

RESPECTING THE BOSS AND PEOPLE IN AUTHORITY

Think About It:

Sometimes bosses are scary people. They decide whether you are a good worker or not. They can even fire you. But they are real people and they have feelings, too. They want their businesses to do well. You are hired to help them run a good business.

The best way to get along with bosses is to treat them like real people. Be very honest with them. But be sure you let them make all the important decisions.

Which of the following are good things to do? (Do not write on this page.)

The boss is in a hurry and has a number of things Laura should do while he is gone.

1. Try to remember everything he tells her.
2. Ask him to go slowly and let her write down the tasks.
3. Tell him he should not wait until the last minute to give her instructions.
4. Tell him to call her when he has more time and can give her the list.

I. Optional Activities:

1. My Boss Does Funny Things

   Bosses have an idea how they want to run their businesses. That is their job. It may not make sense to you. But, as a boss, he or she has the right to make those choices. Think about your boss. (If you do not have a boss, ask your friend about his or her boss.) List at least 8 things that this boss does which do not make sense to you as a worker. Make your list now. After you have your list finished, pretend you are the boss. Write down why you do the things that the employees cannot understand. Being in the employer's place makes a difference. Share your list with your teacher/counselor.

2. The Boss Is the Boss

If you do not treat the boss with respect, you will probably lose your job. When things go wrong for you, it is easy to blame the boss. If you talk about the boss with other workers, the boss usually hears about it sooner or later and then you are in trouble. Make a poster showing one of these ideas or an idea of your own:

- Talking about the boss when you think the boss is gone.
- Complaining about the job.
- Acting grumpy when told to do something.
- Making fun of the boss when he or she is not looking.
- You only hurt yourself when you behave badly against the boss.

3. Do's and Dont's of Ways to Act Toward the Boss

On the worksheet on the following page answers are given to problems. You decide if the answer is one that should be given to a boss. Bosses are special people and should be treated in a special way.

4. The Right Way, and The Wrong Way

Plan a skit to show one of these ideas:

- A worker who gets to work 30 minutes late.
- A boss who expects too much of a new employee.
- A worker who has an idea how the business could be run better.
- A worker who has trouble getting along with the boss.
- A worker who feels he or she has been treated unfairly.

II. Directions: Read the statements below. Write "YES" if the statement tells a good way for getting along with the boss and people in authority. Write "NO" if the statement is a bad way for getting along.

When Martha's boss reminds her there are many errors in her typing, Martha should:

_____ 1. Quit before she is fired.

_____ 2. Blame the errors on the typewriter.

_____ 3. Read the material she types more carefully and make the corrections.

Joe finds out that setting up sound systems is too hard for him. He should:

_____ 4. Explain to the boss how he feels and ask for an easier job.

_____ 5. Ask the boss if another worker could teach him how to work the systems.

_____ 6. Say nothing but do his best.

Jack works in a garage. He notices a pile of oily rags which is a fire hazard. What should he do?

_____ 7. Quietly find a can and put them in it.

_____ 8. Tell the boss that those rags must be moved, and fast!

_____ 9. Call the fire marshall and complain.

Mrs. Jones is giving Sue directions. Sue should:

_____10. Listen but not ask questions because she might ask dumb questions.

_____11. Listen and ask any questions even if they might sound dumb.

_____12. Tell Mrs. Jones not to bother because she already knows what to do.

Polly goes to work at the dry cleaners but no one tells her what to do. Polly should:

_____13. Ask one of the assistants or the boss to explain what her duties are.

_____14. Watch what everyone else is doing and try to do the same.

_____15. Go back in the back room where no one will see her.

Ivan was accused of breaking a tool and not saying anything about it. John really broke the tool. Ivan should:

_____16. Quietly go to the boss and explain what happened.

_____17. Take the blame and say nothing.

_____18. Tell John he must go and tell the boss.

Gloria must miss work on Monday. She has an appointment with an eye specialist. She should:

_____19. Call in sick that morning.

_____20. Tell the boss ahead of time the reason and ask to be away.

_____21. Offer to come in and make up any work that needs to be done.

III. DIRECTIONS: Read the sentences. Tell what you, the newest employee of the business, should do. Write your suggestion in the space provided.

1. The boss leaves word that you are to take the van and pick up supplies downtown. You do not have a driver's license.

2. You work the evening shift. The day shift always leaves you some of their work. When they do this, you cannot get everything done you need to do in the 4 hours time you are to work.

3. The boss and the supervisor have problems getting along. One tells you to do one thing. The other one tells you to do something else.

4. The other employees are always teasing you. They make you do their work. They say that if you tell, they will "get you."

5. Your co-workers "goof off" when the supervisor leaves. They want you to do some of the rowdy things they do.

6. You feel very much alone at work even though there are many other workers around you. Your supervisor looks mean. Who do you ask for help when you do not know what you are supposed to do?

7. The boss is very grouchy today. Everything everyone does seems to be wrong. You want to tell him to go home and come back in a better mood.

8. Mrs. Jones, the supervisor, acts as if she likes some people better than others. She seems to have "pets" but you are not one of them.

9. Bob, the boss' son, works with you. He does everything that the workers are not supposed to do. He even tells you what to do.

10. Mr. Brown gives you too many things to do at one time. And he expects you to remember everything, too!

TITLE: CAREER GUIDANCE COUNSELING PLACEMENT GUIDES
PUB. DATE: 1975
LENGTH: 35 PAGES
ERIC NO.: ED 114 458

An effective program to help students make the transition from school to work requires a coordinated guidance effort, including administrators, counselors and teachers. The specific goals and objectives for career guidance programs outlined in this K-12 guide are:

self-awareness	self identity
education awareness	educational identity
career awareness	career identity
economic awareness	economic understanding
decision-making	career decisions
beginning competence	employment skills
employability skills	career placement
attitudes and appreciation	self/social fulfillment

All the components of the career guidance program are classified into six major categories: (1) Individual Data Systems; (2) Information Systems; (3) Career Assessment and Planning Processes; (4) Dissemination Systems; (5) Community Experience Processes; and, (6) Placement and Follow-Through Programs. Most schools already have some of these components; however, all elements of a career guidance program must be well developed and implemented in order to have full impact on students, teachers, administrators and community members.

This guide provides a full description of each of the six basic career guidance components including types of information needed, and the school and outside resource people included in the effective functioning of each component. Cooperation of all school staff and faculty is an important factor in the career guidance program presented and a special section, adapted here, details the responsibilities of each staff member.

Guidance Counselors

coordinating the career guidance program including both short- and long-range planning goals

serving as a resource person for staff members in curriculum planning and modification and in the area of human growth and development coordinating the records and information systems, use of school and community resources, and plans for the placement of all students in jobs, colleges, or training programs.

providing group and individual counseling to students to increase their understanding of the personal significance of their experiences, knowledge, and skill as they grow older

consulting with parents concerning students' career plans and decisions

Teachers

providing for easy transition from home to school, from one school to another and from school to employment

assisting students individually and in groups, to analyze and interpret their learning experiences for better understandings of self in relation to occupations and the world of work

providing opportunities within the curriculum for decision-making experiences related to educational and vocational planning

Administrators

providing commitment to, encouragement and support of the program

encouraging the involvement of faculty, staff, students, parents, and community leaders in career guidance committies

arranging inservice education for staff and faculty in carreer guidance and human relations

encouraging program evaluation and improvement

Unlimited desires to help students are tied to limited resources and educational programs more and more face the test of evaluation. A brief program evaluation guide based on the six program components suggested in the guide is included and reproduced here.

You can make a quick, informal evaluation of your school's career guidance program by reviewing the six components identified in this guide and scoring your school's program on each. Give a score of three (3) for any part that is well developed and functioning; a score of two (2) if it is moderately well developed; score one (1) if there are some beginnings of activity; and a zero (0) if your school's program has no activity in that part. Based on your judgements then, the total scores might represent the following ratings:

15 - 18	Outstanding Program
11 - 14	Good Program
7 - 10	A Healthy Start
6 or below	Much Work Needed

TITLE: GUIDANCE IN THE HIGH SCHOOL
PUB. DATE: 1978
LENGTH: 133 PAGES
ERIC NO.: ED 172 098

Developed to assist high school counselors and members of the pupil personnel team in designing a diversified program of services to meet the special needs of students in the urban public high school, the emphasis of this manual is on the counselor's role in enhancing student decision-making abilities for career/college choice, personal growth and life goals. This program brings together in a single volume a consensus of guidance and counseling practices and may be used as a reference book of standard procedures used in New York City high schools. Although geographically specific the model presented can be adopted/adapted for use in other guidance programs.

An omnibus counseling model or the grade-adviser plus guidance counselor model is suggested as an approach for designing and implementing guidance programs. Counselors and advisers work, whenever possible, with the same students from admission to graduation. Every staff member in the school is part of the pupil personnel team. While the teacher/advisor role is usually restricted to educational guidance, counselors deal with students in areas of emotional problems, truancy, non-attendance in classes, multiple failure, and deviant behavior. The counselor also acts as liaison with outside agencies and provides individual and group counseling and guidance.

The 10 chapters focus primarily on:

1. Guidance for all students.
2. The extended pupil personnel team.
3. Articulation and orientation from middle school to college.
4. Educational guidance and program planning
    a. Screening to identify students needing special services
    b. Studying individual student progress
    c. Helping the early high school leaver
    d. Program planning

5. Specialized programs
   - a. College-bound program
   - b. Work-study program
   - c. Educational options
   - d. Field options in the regular high school
   - e. Career-oriented projects
   - f. Vocational-technical programs
6. Specialized services
   - a. Tutorial programs/peer tutoring
   - b. Bilingual education programs
   - c. Student volunteer programs
7. Special needs services
   - a. Schools for pregnant teenagers
   - b. Services for the physically and/or emotionally handicapped
8. Role and functions of the high school guidance counselor
   - a. Individual and group counseling with parents and/or students
   - b. Agency referrals
   - c. Student records
9. Career guidance
10. Rights and responsibilities of high school students

The effort to meet the needs of urban high school students requires a variety of guidance services. Throughout the document the program materials emphasize the following special needs of students in an urban environment:

1. To find their individual identities and develop confidence
2. To develop positive relationships with adults and peers in the school setting
3. To learn to respect differences in people
4. To overcome barriers to self-expression
5. To have the support of the school and community in dealing with problems of alcohol and drug abuse
6. To take advantage of the vast resources within a large urban city

TITLE: COUNSELOR RENEWAL SYSTEM
AUTHOR: WALZ, GARRY R.; AND OTHERS
PUB. DATE: 1980
LENGTH: 74 PAGES
AVAILABILITY: ERIC CLEARINGHOUSE ON COUNSELING AND
PERSONNEL SERVICES, 2108 SCHOOL OF
EDUCATION, THE UNIVERSITY OF MICHIGAN
ANN ARBOR, MICHIGAN 48109

In times of budget crunches and calls for accountability, school counselors are often hard-pressed to justify their existence. It is increasingly important that they contribute to the functioning of their constituencies in ways which make them not only visible but valuable.

But how can counselors be all things to all people? Obviously, they can't--but they can develop expertise in areas of need for their particular constituencies.

The Counselor Renewal System (CRS) is designed to help counselors, as well as teachers and administrators, upgrade or learn skills and competencies which will prepare them to assume new roles and responsibilities on the job. CRS is a two-part effort and can be used by individuals, by trainer-led groups, or by self-led groups. The first part of CRS includes a personal needs assessment through which counselors can identify or clarify their informational needs, a reference section which addresses 18 general areas identified by surveys conducted by APGA and ASCA, and an extensive index section. The second part is a microfiche file, containing 74 titles--all the materials cited in the reference section and the index. All that is needed beyond CRS is a microfiche reader and the desire for self-renewal.

Areas covered in CRS are:

A. accountability
B. behavior modification
C. change agentry
D. child abuse
E. consultation
F. counseling
G. decision making
H. guidance (career and job placement)
I. legal concerns
J. parent education
K. program planning
L. proposal writing
M. public relations
N. substance abuse
O. values
P. sex-fair materials
Q. futurism
R. counselor development

TITLE: BUILDING COMPREHENSIVE CAREER GUIDANCE PROGRAMS FOR SECONDARY SCHOOLS: A HANDBOOK OF PROGRAMS, PRACTICES, AND MODELS
AUTHOR: CAMPBELL, ROBERT E.; AND OTHERS
PUB. DATE: 1978
LENGTH: 262 PAGES
AVAILABILITY: THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
1960 KENNY ROAD
COLUMBUS, OHIO 43210

This book is for guidance specialists, administrators, counselor educators and consultants who are involved with shaping career guidance programs. While the content is aimed at programs at the secondary level, the processes for building comprehensive career guidance programs are applicable at all levels. The book's intent is to promote comprehensive programs which systematically and consistently serve the career planning needs of all students. Hopefully, the management techniques, program ideas, and student activities presented will serve to upgrade career guidance programs and relieve the guidance profession from charges of having piecemeal and ineffective programs for students.

The book is divided into three main sections: Part I (Chapter 1) - Building Comprehensive Career Guidance Programs, Part II (Chapters 2-7) - Alternative Practices for Building Comprehensive Career Guidance Programs, and Part III (Chapter 8) - Installation Strategies for Building Comprehensive Career Guidance Programs. Chapters 1 and 8, respectively, provide an orientation to comprehensive career guidance program models and how to implement and evaluate practices within the framework of comprehensive programs. Chapters 2-7 identify specific student practices with which a comprehensive program can be built. In Chapters 2-7 categories of practice are defined, reasons are presented for having them in the school, an overview of available practices is given, installation considerations are outlined, and practices are identified.

Chapter 8, "Strategies for Adopting, Implementing, and Evaluating Career Guidance Practices," examines the role of the counselor, suggests four basic ways in which counselors may operate as change agents, offers a seven-step strategy for effecting changes in career guidance, and identifies possible roadblocks to successful change efforts. The four ways counselors may act as change agents are:

1. Energizing the system to change and prodding the system to do something about its problems is a very useful function counselors can perform. Identifying unmet needs, speaking to discongruities between system and goals as well as deliverance on those goals can motivate a system to change.

2. Counselors can be insightful regarding needed changes and offer solutions. They can generate a number of alternative solutions and help the system to realize that there is a choice.

3. Many times systems are static because they lack the resources necessary to effect change - informational materials, financial backing, diagnostic skills, and knowledge regarding the process of change. Counselors can help by acting as resource linkers, persons who know where to obtain the human and physical resources pertinent to the system's needs.

4. Both by attitude and experience counselors are uniquely qualified to perform as process counsultants, assisting the system in problem-solving and in learning how to develop the capacity for self-renewal. Because they are counselors, they may already be performing a number of consultant functions. Expansion of counselors' consultant roles to include the change process may in many instances broaden the scope of their consulting rather than dramatically change it. Although in practice counselors may at various times perform all four change agent roles, it is the process consultant role for the counselor that is emphasized here.

A specific change model designed to be used by career guidance personnel is detailed as a seven-step procedure in which the steps are not mutually exclusive and may occur sequentially or with several steps at one time, i.e.: (1) establishing the need; (2) building interactive relationships; (3) assessing; (4) generating options; (5) deciding; (6) facilitating adoption and implementation; and (7) refining and renewing.

TITLE: NEW IMPERATIVES FOR GUIDANCE
AUTHOR: WALZ, GARRY R., ED.; BENJAMIN, LIBBY, ED.
PUB. DATE: 1978
LENGTH: 491 PAGES
AVAILABILITY: ED 167 940

Guidance today is at a crossroads, and in the first chapter of this book Norm Gysbers traces its development from an ancillary, crisis-oriented service to a comprehensive developmental program based on personal and societal needs. The focus is on life career development, and the need for comprehensive programs that deal with developmental concerns and needs of individuals throughout the life span.

Bob Campbell then outlines the rationale and criteria for establishing guidance programs that respond to life-long developmental needs, lists examples of examplary programs, suggests major resources for learning about these and other new programs, and reviews adoption considerations.

While guidance is advancing its contributions to clients, it must also expand and strengthen the research base from which guidance practices are derived. Ed Herr focuses in on the need for guidance research, suggests "must" areas in which research should be undertaken, presents knowledge generalizations growing out of existing research, and proposes ways guidance personnel can put research findings to use.

Programs and practices of worth should be open to scrutiny, which means evaluation, which, in turn, means systematic planning. Dispelling some of the myths that have tended to discourage a systematic approach to guidance, Anita Mitchell makes evaluation look easy as she suggests ways guidance personnel can plan, sturcture, implement, and evaluate programs with a view toward moving the profession toward accountability.

These first four chapters provide the basis for those that follow. From the generalized overview of where the profession stands today, of what the criteria for effective guidance programs are, of how research can contribute to guidance, and of how programs can be developed systematically, the materials focus on specific kinds of programs that are targeted to the needs of special groups.

The first area of emphasis is rural and small schools. Rural communities--really, diverse groups of people with widely differing social and economic characteristics, possess many strengths, but their limitations cause them to have very special kinds of needs. Harry Drier and Jim Altschuld outline some of the issues that need to be addressed in order to provide systematic guidance services for those who live in rural America.

Billie Jackson and Lea Reeves present a chapter on elementary guidance, analyzing the features common to effective elementary guidance programs and the problems frequently encountered in attempting to develop or implement them. Included is a map which provides a graphic description of the numbers and distribution of elementary counselors in our country.

Associated with the elementary focus is concern for parent education. Rasamma Nyberg reviews the state of the art of parenting, examines the relationship of the school counselor to training for effective parenting, and stresses the need for school guidance departments to help parents with their counseling skills--listening, advising, and understanding.

Minority groups are gaining increasing and well-deserved attention from the guidance profession. Calling for change that can "make a difference," Bob Clayton reviews current approaches to counseling minorities, highlights some ongoing programs that appear to achieve effective outcomes, and suggests major resources for those who wish to improve their minority counseling programs.

High on the list of priorities in present-day guidance programs is de-emphasis of sex differences and provision of equal opportunities for all students, regardless of gender. Peggy Hawley articulates the need for a redefinition of sex roles, and analyzes some of the economic, political, legal, and social forces for change in this area.

Turning now to alternative ways of offering guidance services, JoAnn Harris Bowlsbey gives a comprehensive look at how computers can be useful in delivering guidance programs. She describes three types of systems in detail and outlines ways to use them in secondary school settings.

Ever-increasing numbers of schools are utilizing the career resource center as a way of centralizing guidance services. Indeed, Tom Jacobson sees the career resource center becoming a more broadly-based human resources center, and describes the administrative and policy changes which are causing this shift to occur.

90

The editors next present a chapter on counselor renewal--analyzing the need for it, suggesting steps by which counselors can upgrade their skills, offering guidelines to help those who wish to develop renewal programs, reviewing existing personal and organizational barriers to renewal, and urging, always, that counselors take responsibility for their own self-renewal.

The volume comes to a close with a philosophical statement from one of the fathers of guidance, Gil Wrenn, as he offers very personal reflections on the changes wrought in counseling over the years, and communicates his own insights concerning the implications of these changes for counseling in future decades. The chapter ends with a list of counseling achievements to date and the author's hopes for the future of the field.

TITLE: RIVER CITY HIGH SCHOOL GUIDANCE SERVICES:
A CONCEPTUAL MODEL
PUB. DATE: 1976
LENGTH: 176 PAGES
ERIC NO.: ED 193 555

The guidance staff at a hypothetical high school communicate with students, teachers, parents and administrators in this conceptual model of a comprehensive guidance program. The high school, and guidance services and personnel are described. The conceptual model, based on defined student needs is outlined; the methods and forms necessary for assessing student needs, establishing priorities, developing objectives, planning activities, and evaluating the program are included.

The needs assessment information is classified in 17 categories, e.g., understanding and accepting self and others, clarifying values, understanding sexual identity, finding jobs and careers, selecting courses and making educational plans. A planning and record sheet for each category is provided which outlines the category, states objectives, activities, staff involvement, resources and estimated costs. A listing of ACT publications for secondary school guidance programs, as well as resources for evaluation activities are included. The appendices list program objectives for educational, career, social, and community domains. Numerous worksheets for counselors are also provided.

TITLE: EXEMPLARY VOCATIONAL GUIDANCE PROJECTS IN VIRGINIA
PUB. DATE: 1981
LENGTH: 42 PAGES
ERIC NO.: ED 212 929

During the 1980-81 school year, 28 exemplary vocational guidance and counseling projects were funded in the Commonwealth of Virginia through Title II (Vocational Education) of Public Law 94-482. Nine of the projects were designed to increase vocational guidance and counseling for adults, 10 were developed to increase vocational guidance and counseling services for handicapped persons, seven were devoted to developing local career information materials, and two were designed to develop comprehensive vocational guidance and counseling plans. Enclosed is a brief summary of each of the exemplary projects. Each abstract includes the project's objectives, methodology, and the name, address, institutional affiliation, and phone number of the project director. It is hoped that these abstracts and the experiences of the educational institutions represented will stimulate others to initiate programs of their own to expand vocational guidance and counseling services for adults and handicapped persons, develop local career information materials, and perfect comprehensive plans for vocational guidance and counseling. The overall supervision of these grants was provided by the College of Education, Division of Vocational Education, at Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

TITLE: VOCATIONAL GUIDANCE COMPETENCIES
FOR TEACHERS IN CBVE PROGRAMS
AUTHOR: BEACHAM, HERBERT C.
PUB. DATE: 1980
LENGTH: 36 PAGES
AVAILABILITY: DIVISION OF VOCATIONAL EDUCATION
DEPARTMENT OF EDUCATION
KNOTT BUILDING
TALLAHASSEE, FL 32301

A new instructional approach that is still being developed and implemented is known as competency-based vocational education. Because of the nature and characteristics of competency-based vocational education programs, they have made increased and heavier demands for the time and efforts of the guidance counselor, occupational specialist and vocational teacher.

Before any student is permitted to enroll in any (traditional or competency-based) vocational or technical education program or course which provides training for wage-earning employment, he or she should have first chosen the vocational goal for which the particular training is intended. In competency-based vocational education programs especially, students need professional assistance in setting and sequencing long-range and short-term vocational goals that are appropriate for their unique needs. Because occupational choice is so important to the individual and to society, the student's choice of an occupational goal should not be based on a decision that is left merely to chance. Instead, the student's decision to choose a particular occupation and sequence short-term and long-range goals in a particular manner should be predicated upon a blended knowledge and understanding of facts about himself/herself and the occupational world of work.

In order for vocational guidance services to be more responsive to the individual needs of the vocational trainees who are already enrolled or who plan to enroll in competency-based vocational education programs and courses, the guidance counselor, occupational specialist and vocational teacher need to work together as members of the vocational guidance team.

This document is intended to serve as an initial vocational guidance training model for Florida's vocational teachers who need special instruction in order to be able to work effectively (as a team member) with the guidance counselor and occupational specialist.

The suggested vocational guidance training model is designed for vocational and technical education teachers who need special instruction in order to function effectively as members of vocational guidance teams in schools that have competency-based vocational education programs. The model defines vocational guidance, vocational education, competency-based vocational education and vocational teacher as the terms are used in the document. It suggests the formation of a vocational guidance team consisting of the school guidance counselor, occupational specialist and vocational teacher. The suggested model identifies and explains the roles of the guidance counselor, occupational specialist and the vocational teacher. Five major instructional areas or components include five essential vocational guidance services: personal assessment, occupational/educational information, vocational counseling, job placement and follow-up. Each essential vocational guidance service component has a separate list or cluster of subtopics that are related to the major topic of the component. A total of 133 competencies are specified and grouped under five major competency areas. The procedures used to identify and select the competencies are explained. The statements derived through the procedures are not validated competencies. They are statements of suggested competencies that can be used to prepare vocational education teachers, who are employed in competency-based vocational education programs and courses, to effectively perform their new vocational guidance roles, duties and responsibilities.

II. NEEDS ASSESSMENT

INTRODUCTION

Educational needs assessment is an increasingly more routine activity for many school districts responding to public demands for accountability. Needs assessment is a process of critical importance to educational institutions seeking to help clarify intent, determine current status, and identify areas of strength and weakness. Because education faces many problems and concerns and has such limited resources, it is essential that schools examine performance and establish a hierarchy of priorities.

A need may be defined as the discrepancy between "what is" and "what should be." A needs assessment is the process of ascertaining and documenting the discrepancy between "what is" and "what should be." For school counselors, there are two concepts of "what should be," i.e., a goal or goals:

(1) the desirable form of demonstrated behavior for each student at the conclusion of the interaction between student and counselor (product/ends); and

(2) the desired methods by which the counselor assists the student toward the accomplishment of (1) above (process/means).

Assuming that goals have already been set for both students and the school, counselors can identify "what is." If the counselors know what is expected of students, they can gather current data about students regarding particular outcomes. The discrepancy between the two is the need to be met.

The following materials provide further information on the process of conducting a needs assessment.

TITLE: NEEDS ASSESSMENT! WHO NEEDS IT?
AUTHORS: HAYS, DONALD G.; LINN, JOAN K.
PUB. DATE: 1977
LENGTH: 65 PAGES
ERIC NO.: ED 137 713

Designed to assist school personnel conduct a needs assessment to meet the demands for accountability voiced by various publics, e.g., students, parents, and community members, this monograph emphasizes the counselors' pivotal role in defining their critical base of operations, identifying existing discrepancies, and focusing on reducing those discrepancies.

The components of a needs assessment are addressed by asking and answering the following questions:

1. Who needs it?
   a. Implications for counselors, students, the school staff, parents, and the community are presented.
   b. Developing and managing programs through organizational, humanistic endeavors is stressed.
2. How is it done?
   a. Criteria for effective needs assessment are cited, e.g., accurate data collection and discrepancy identification in terms of products/behaviors (ends) rather than processes (means).
   b. A systematic model for conducting a needs assessment is detailed in an eight-step process:
      (1) Obtain initial commitment
      (2) Clarify direction and intent of needs assessment
      (3) Plan the needs assessment process
      (4) Collect and summarize information
      (5) Analyze information
      (6) Report findings
      (7) Judge evidence
      (8) Plan program improvement
3. Who is doing it?
   a. Examples of school district needs assessment activities are provided.

b. Sample needs assessment instruments are provided for use with students, parents, staff, and counselors. (These samples are reproduced in the following pages.)

STUDENTS

The purpose of this survey is to obtain your honest and frank opinion of counseling and guidance services in order that counselors may better be able to provide improved services to you.

DIRECTIONS: Fill in the answer sheet to indicate how you feel about a statement.

1 or A. strongly agree - excellent - very important - always or yes (very positive)
2 or B. agree - good - important - usually (positive)
3 or C. no opinion - does not apply - uncertain
4 or D. disagree - fair - slightly important - seldom (negative)
5 or E. strongly disagree - poor - not important - never or no (very negative)

1. I can trust my counselor.
2. If I had a personal emergency or concern I would feel free to discuss it with my counselor.
3. I feel my counselor is interested in me.
4. My counselor would not bust or hassle me if I made a mistake.
5. My counselor should transfer me if I don't like a teacher or class.
6. My counselor does not make me feel he is too busy to help me.
7. My counselor listens to what I have to say.
8. I can talk to my counselor without being heard or interrupted by other students or school personnel.
9. Educational and career information is available for me to read where I wait to see my counselor.
10. I have never been hassled by any school personnel while waiting to see my counselor.
11. I would like to have a counseling center separate and away from the administrative offices.
12. My counselor is friendly and easy to talk with.

13. I benefit by talking to my counselor.

14. It is reasonably easy for me to get in to see my counselor when I want to.

15. I think my counselor knows who I am.

16. I think my counselor has too many students.

17. I have had adequate assistance from my counselor in planning my program.

18. I feel a program designed to show students how to help other students would be valuable.

19. My counselor discusses such topics as self-worth, values and responsibility with me.

20. My counselor gives me information about course and graduation requirements.

21. My counselor helps me plan an alternative, technical, vocational or college education beyond school.

22. My counselor makes me aware of financial aids available for education beyond high school.

23. There should be a full-time career counselor at my school.

24. I have a place to obtain career information at my school.

25. My counselor or a career counselor helps me learn how to use information in planning a career.

26. My counselor helps me be aware of my abilities, interests, strengths and weaknesses.

27. If my school had a placement center for helping students find a job I would use it.

28. If my school provided a counselor on duty during evening hours to help students or parents I would use the service.

29. My counselor helps me plan ways to study better.

30. Rate the overall counseling services provided to you.

31. I have spent this time discussing my educational plans.

32. I should spend this time discussing my educational plans.

33. I have spent this time discussing my career plans.

34. I should spend this time discussing my career plans.

35. I have spent this time discussing social and personal topics.

36. I should spend this time discussing social and personal topics.

37. Please add any comments that you feel would help improve the counseling services for you or at your school. (Space is available on back of answer sheet.)

Thank you for your help.

PARENTS

The purpose of this survey is to obtain your honest and frank opinion of counseling and guidance services in order that counselors may better be able to provide improved services for your child.

DIRECTIONS: Fill in the answer sheet to indicate how you feel about a statement.

1 or A. strongly agree - excellent - very important - always or yes (very positive)
2 or B. agree - good - important - usually (positive)
3 or C. no opinion - does not apply - uncertain
4 or D. disagree - fair - slightly important - seldom (negative)
5 or E. strongly disagree - poor - not important - never or no (very negative)

1. I am familiar with the counseling services available for my child at school.
2. I know who my child's counselor is.
3. I have conferred with my child's counselor.
4. I am aware of the educational opportunities available to my child.
5. I have discussed my child's educational program with a counselor.
6. If my child's counselor were available for evening conferences, I would make use of this service.
7. I feel free to get in touch with the counselor if my child were to experience educational, personal, or social difficulties at school.
8. My child's counselor has been available when I have tried to make contact or has returned my calls.
9. I feel the counseling services available to my child are adequate.
10. The counselor is readily available to my child.
11. I feel my child's counselor should make home visits.
12. I am familiar with my child's course and graduation requirements.
13. I feel that 420 students are too many to assign to each counselor.

14. Please add any comments that you feel would help improve the counseling services for your child or at your child's school. (Space is available on back of answer sheet.)

Thank you for your help.

STAFF

DIRECTIONS: Fill in the answer sheet to indicate how you feel about a statement.

1 or A. strongly agree - excellent - very important - always or yes (very positive)
2 or B. agree - good - important - usually (positive)
3 or C. no opinion - does not apply - uncertain
4 or D. disagree - fair - slightly important - seldom (negative)
5 or E. strongly disagree - poor - not important - never or no (very negative)

1. Our counseling staff maintains and interprets records for me.
2. Our counseling staff participates in conferences with students, teachers and parents.
3. Our counseling staff participates in the development of the master schedule.
4. Our counseling staff participates in curriculum development at our school.
5. I feel there is adequate communication between the staff and counselors.
6. Our counseling staff provides adequate follow-up to counseling conferences.
7. The counseling staff and I generally agree on the type of services they should be rendering.
8. The physical facilities provided for teachers in the counseling offices are adequate at our school.
9. Our counseling staff is readily available for teacher conferences.
10. I feel I understand the goals and objectives of counseling.
11. I would be interested in participating in an advisory committee to the school guidance program.
12. I feel the students I refer benefit by speaking to the counseling staff.

13. I feel counselors should have extended working hours and days.

14. I feel that 420 students are too many to assign to each counselor.

COUNSELORS

During meetings with school counseling staffs and the division chairperson, the following items were suggested as those needed to improve our counseling services. Please rate them as indicated:

1 or A. strongly agree - excellent - very important - always or yes (very positive)
2 or B. agree - good - important - usually (positive)
3 or C. no opinion - does not apply - uncertain
4 or D. disagree - fair - slightly important - seldom (negative)
5 or E. strongly disagree - poor - not important - never or no (very negative)

_____1. Solving problems with San Diego County Education Computer Service

_____2. Evening counseling (full staff or duty counselor concept)

_____3. Co-ordination with adult school

_____4. Standardization of how and when graduation requirements are met

_____5. Reduced counseling load (300-1 maximum per full-time counselor)

_____6. Extended contract (hours and days)

_____7. Clarification and discussion pertaining to the punitive role of counselors

_____8. District coordinator of counseling services

_____9. Reduced district psychologists case load (maximum 2 schools)

____10. Counseling center concept removed from administrative area

____11. Developmental counseling program

____12. Counselor input in curriculum planning

____13. Re-order priorities regarding use of counselor time (time analysis chart)

____14. Full-time career counselor at each school

_____15. Clerical help for counselors to be utilized for purposes intended

_____16. Sweetwater District Counseling and Guidance Association

_____17. On-site counseling services coordinator (with reduced case load)

_____18. District hotline and crisis center

_____19. Paraprofessional help in counseling services

_____20. Peer counseling programs

_____21. Clarification of policy of assignment of counselors to lunch supervision

Please rank order those items you rate "A" (very positive). Please limit your ranking to 10 items or less.

a. ______
b. ______
c. ______
d. ______
e. ______
f. ______
g. ______
h. ______
i. ______
j. ______

Please add any comments that you feel would help improve the counseling services. Please include your present case load with the number of periods you counsel and indicate if counselors were added to your staff to reflect the reduction in student/counselor ratio from 75-1 to 70-1 per hour.

____

____

____

____

____

____

____

____

____

THANK YOU FOR YOUR HELP.

COUNSELOR'S TIME ANALYSIS

This chart is for the purpose of estimating and comparing the percent of time spent with the percent of time that should be spent by a counselor in giving direct services to students, teachers, administrators, and parents in trying to help them accomplish various guidance objectives. Judgments need to be made in estimating time.

	PERCENT	
	time spent	should spend
1. Assisting students plan an educational program		
2. Assisting students in career planning		
3. Pre-register, program, balance classes and deal with teacher and student transfer requests		
4. Assisting students plan education or training beyond school		
5. Assisting students gain financial aid for education or training beyond school		
6. Assisting students develop learning skills		
7. Assisting students be aware of and develop values		
8. Assisting students develop self-understandings, identities and feelings of self-worth		
9. Assisting students develop satisfying interpersonal relationships		
10. Assisting former students		
11. Assisting teachers to understand their students and the guidance process, participating in teacher-student conferences, and meetings with teachers or teacher groups		

12. Assisting administrators to understand the student population, participating in parent/student/administrator conferences and meetings with administrators or administrator groups	______	______
13. Assisting parents to understand the guidance services available and keep parents informed of the educational progress of their child	______	______
14. Clerical, supervision, taking classes, club sponsorship, and other duties	______	______
TOTAL PER YEAR	100	100

4. Then what?

   a. The product of the needs assessment process is reviewed as a needs statement with the following general characteristics:

      (1) A list of desirable guidance/counseling goals (what should be), stated in terms of student outcomes (what students will do), rather than in terms of counseling activities (what counselors will do).
      (2) A list of statements describing the present level of attainment of these goals (what is).
      (3) A list of statements describing the differences between "what is" and "what should be" (needs, gaps, discrepancies).

The appendix contains other sample needs assessment instruments for students and educational personnel.

TITLE: NEEDS ASSESSMENT: PUPIL PERSONNEL SERVICES
PUB. DATE: 1981
LENGTH: 122 PAGES
ED. NO.: ED 206 736

The 39 sample forms and questionnaires represent needs assessments of pupil personnel services delivered through a variety of educational systems in the state of Illinois. The emphasis is on the development of programming priorities based on the identified needs of students, staff, administrators, and parents and on decisions related to services, service delivery systems and personnel, and target groups based on objective data.

Basic guidelines for conducting a needs assessment are outlined, including:

1. Organize a planning group.
2. Identify goals and the target group(s) to be surveyed.
3. Determine the methodology.
4. Decide on followup procedures to be used if initial response rate is inadequate.
5. Develop procedures for summarizing and interpreting results.
6. Plan how and to whom results are disseminated.
7. Translate data into programmatic goals and objectives.

Pupil personnel workers are encouraged to play an integral part in developing an objective-based pupil personnel services program that focuses systematically on the needs of students and to state guidance/counseling program objectives in terms of measurable outcomes. Although geographically specific, the needs assessment instruments can be adopted/adapted for use in other guidance programs in order to survey the needs of students, teachers, pupil personnel specialists, parents, other school personnel, and administrators.

A Checklist for Designing Needs Assessment Studies is reproduced here to help counselors prepare, implement, and apply the needs assessment procedure.

A CHECKLIST FOR DESIGNING NEEDS ASSESSMENT STUDIES

A. Preparation

1. Determine the key elements of the proposed needs assessment.
   _____ Identify the purpose to be served by the needs assessment.
   _____ Before proceeding, insure that this purpose is defensible, i.e., ethical and potentially viable.
   _____ Define the client and other audiences.
2. Clarify the reasons for the study.
   _____ What are the stated reasons (e.g., selection of persons or groups to participate in a program, allocation of funds, modification of the curriculum, interpretation of program outcomes, or public relations)?
   _____ What possible unstated reasons exist (e.g., to justify a previous decision to cancel a program or to discharge certain personnel)?
   _____ Before proceeding, insure that the reasons for the study are honorable.
   _____ Decide whether a needs assessment should be done (be assured of a reasonable payoff before proceeding).
3. Make an initial approximation of the client's and audiences' information needs.
   _____ What are their questions (e.g., which students or schools most need assistance? What areas of the curriculum are most deficient? What knowledge and skills will students need after they graduate from a particular program?)?
   _____ What information do they think they need (e.g., teacher judgments, analysis of anecdotal records, test scores, and employer judgments)?
4. Secure and maintain political viability.
   _____ Involve members of key groups (such as school board members, administrators, teachers, students, and parents) in the design of the study.

_____ Maintain communication with these groups throughout the study (through such means as a newsletter, news releases, public meetings, and an open door policy).

_____ Determine and honor appropriate protocol (concerning such matters as entering and leaving school buildings, involving school personnel, obtaining clearance for data collection forms and procedures, and reviewing records).

5. _____ Characterize the subject(s) of interest.

_____ Describe this population (in terms of such variables as number, age, sex, location, relevant experiences, and past achievements).

6. Identify other variables of interest.

_____ What needs to be learned about the setting (e.g., its urban, rural, political, economic, and geographic character)?

_____ What program variables are of particular interest (e.g., goals, procedures, budget, staff, and facilities)?

_____ What outcome variables should be monitored (e.g., achievements in intellectual, emotional, physical, aesthetic, vocational, social, and moral areas)?

_____ Are there any expected negative side effects of the program that should be monitored (e.g., potential lawsuits brought on by due process difficulties or reduced public support because of the revelation that students' needs have not been met)?

_____ How about possible positive side effects (e.g., increased community understanding and parental involvement)?

_____ Whose judgments about the existence and importance of needs should be obtained (e.g., those of program, staff, parents, students, and site visitors)?

_____ What information should be obtained about costs of the program (e.g., developmental, maintenance, and opportunity costs)?

_____ What about the intrinsic qualifications of the program (regarding especially its philosophical and conceptual adequacy)?

7. Formulate a general design for the study.

   _____ Define key terms (especially need and needs assessment).

   _____ State the primary and secondary objectives of the study (e.g., to assess and assign priorities to program goals, to select persons and institutions for compensatory service, to involve a broad reference group in goal setting, and/or to establish criteria for use in interpreting goal-free observations).

   _____ Provide a logical structure for the study (e.g., present a list of concerns and issues drawn from prior investigations, or lists of possible learner and treatment needs given an analysis of the program under study).

   _____ Describe the procedures to be used (such as surveys, document reviews, testing, forecasts, and case studies).

   _____ Summarize the standards that are viewed as appropriate for judging the study (e.g., technical adequacy, use by the client, probity, and practicality).

8. Develop a management plan.

   _____ Present a detailed schedule of procedures (including the data gathering, analysis and reporting activities).

   _____ Specify the support that will be needed to carry out the procedures (including staff, facilities, and finances).

   _____ Describe any ways in which the study will contribute to improved needs assessment practice (especially in regard to training, development, and research).

9. Summarize the formal agreements that will govern the needs assessment.

   _____ Clearly identify the parties to the agreement (including who will finance, conduct, and utilize the study).

   _____ Delineate each participant's responsibility and authority for carrying out or facilitating the various parts of the study (especially in the data collection area).

   _____ Specify the reports and other products that are to be produced (including their format, contents, and timing).

_____ Define the provisions covering access to data (such as a restriction against the review of personnel records or a provision for interviewing certain persons).

_____ Specify who will have final editorial authority.

_____ Specify who will have authority to release the final report including the conditions under which it may be released (e.g., the client may be assigned to release the report to the public, but only in an unedited form).

_____ Present the established budget (to include the schedule of payments and specified accounting and billing procedures).

_____ Define procedures for reviewing and renegotiating the formal agreements (e.g., if there are cost overruns in certain budget categories or if unforeseen factors make it desirable to modify the study design).

B. Implementation

1. Acquire the needed instrumentation.

_____ Specify the sources of information (e.g., relevant files, the professional literature, the subjects, experts, policy groups, administrators, staff, the client, parents, and members of the community).

_____ Operationalize the variables of interest (using techniques such as literature search, position papers, observation scales, rating scales, content analysis format, questionnaires, interview schedules, norm referenced tests, criterion referenced tests, and applied performance tests).

_____ Decide what to do about critical levels for each test (e.g., it may be appropriate to decide that no advance designations are possible or desirable, or past practice or research may give direction for identifying useable cutting scores).

_____ Select critical comparisons (such as the past or current performance of a local norm group, the past or current performance of an external norm group, or an accrediting agency's specifications).

2. Collect the data.

_____ Use appropriate sampling techniques (such as random, stratified random, matrix or systematic sampling).

_____ Have key groups rate the importance of the variables of interest (e.g., teachers and parents might assign ratings of essential, desirable, neutral, and dysfunctional).

_____ Obtain the basic data (which may include background, current status, and predicted status).

_____ Process the obtained data (by varifying, coding, and storing it).

3. Analyze and synthesize the obtained data.

_____ Describe the program of interest as completely as the data permit (noting especially the program's goals, design, process, costs and results).

_____ Describe the subjects of interest as completely as the data permit (especially in terms of their developmental levels and their attitudes toward the program).

_____ List the issues and concerns that are revealed in the program and student data (e.g., weak administration, unrealistic goals, lackluster teaching, poor parental support, unmotivated students, inadequate finances and unsafe conditions).

_____ Search out evidence that would either support or refute the identified issues and concerns (such evidence may be in interview and observation protocols previously not scrutinized or in other data that have not been analyzed in detail; or it may be necessary to collect additional data on the questions of interest).

_____ Perform discrepency analyses if they are called for in the needs assessment design (e.g., such analyses may identify the percentages of students that performed above some critical level on a given instrument).

_____ Perform comparative analyses if they are specified in the design (these may identify the percentage of students that are observed in each decile or quartile of a norm group distribution; they may give the position of a score, mean, or median in a percentile or standard score distribution for a norm group; or they may show the relative heights of a cumulative bar graph for each subject or group of subjects).

_____ Perform a strengths analysis (e.g., by searching out funding opportunities, and qualified persons that are available and may be applied to the validated issues and concerns).

_____ Formulate conclusions and projections (e.g., these may concern realized versus unrealized objectives, met and unmet needs, treatment sufficiencies and deficiences, desirable or undesirable side effects, used, unused and misused opportunities, problems and tradeoffs, and possible alternative futures.

4. Report the findings.

_____ Establish appropriate reporting levels (e.g., summary, main and technical reports).

_____ Decide on report contents (such as, purpose and design of the study, predilections of investigators, description of the program and subjects, identification and investigation of issues, discrepancy analysis, comparative analysis, strengths analysis, conclusions and projections, recommendations, limitations of the study, and the content that governed the study).

_____ Report the findings through some appropriate media (e.g., printed reports, newspaper accounts, oral presentations, public hearings, TV and radio presentations, and sociodramas).

C. Application

1. Assess the merit of the study.

_____ Check its technical adequacy (on such counts as defined object, defined setting, validity, reliability, and objectivity).

_____ Assess its probity (in terms of its full and open disclosure, contract fulfillment and conflict of interest possibilities).

_____ Assess its utility (especially in regard to its timelines, scope, relevance, dissemination, credibility, and importance).

_____ Assess its practicality (in regard to realistic design and cost considerations).

2. Apply the conclusions and projections.

_____ Assist the client and other audiences to apply the findings to their particular questions (focus on the preestablished questions but also help the audiences use the data to discover and address additional concerns).

_____ Help the audiences to make full use of the findings (e.g., to clarify objectives, set priorities, appropriate funds for development, write specifications for developmental efforts, assess program plans, assess outcome data, provide accountability reports, and to recycle the needs assessment process).

_____ Promote the use of the needs assessment study for purposes in addition to those for which the study was done (e.g., to provide instruction in needs assessment or to assist in generating and validating new tools and strategies for needs assessment work).

TITLE: NEEDS ASSESSMENT HANDBOOK FOR BASIC SKILLS PROJECTS
PUB. DATE: 1981
LENGTH: 168 PAGES
ED. NO.: ED 206 735

This handbook furnishes educators with instructions for performing needs assessments, and is designed specifically for school administrators responsible for conducting needs assessments in the basic skills of reading, mathematics, and oral and written communications. Five major sections contain: (1) an overview of the handbook; (2) an introduction to needs assessment with program planning and evaluation information; (3) an outline and explanation of the Basic Skills Needs Assessment Project (BSNAP) model; (4) a step-by-step application of the BSNAP model; and (5) specific examples drawn from actual needs assessment procedures. Instructions, worksheets, and samples are provided for users to adapt/adopt for their needs assessment projects. The appendices include a description of Title II legislation authorizing the basic skills programs, definitions of terms used in the handbook, examples of standards for basic skills programs, names and addresses of sources for needs assessment information, and a bibliography.

TITLE: CONDUCTING A NEEDS ASSESSMENT: AN ERIC/CAPS FACT SHEET
AUTHOR: HERBERT, DEBORAH
PUB. DATE: 1982
LENGTH: 2 PAGES
AVAIL. ERIC/CAPS, 2108 SCHOOL OF EDUCATION, THE UNIVERSITY OF MICHIGAN, ANN ARBOR, MI 48109

This fact sheet highlights reasons for needs assessment, a definition of needs and needs assessment, and the place of values in the needs assessment process. A four-phase model is provided for implementing a needs assessment process along with suggestions about personnel, time, cost, and follow-through. A list of resource documents is appended. (The Fact Sheet is reproduced on the following pages.)

HIGHLIGHTS

...An ERIC/CAPS Fact Sheet

Conducting a Needs Assessment

Reasons for Needs Assessment

Needs assessment (NA) has become desirable, and in some cases mandatory, for a number of familiar socioeconomic reasons. They include demands for accountability, evidence of widespread unsolved problems, and increasing competition for scarce resources. Not to be confused with a market study or opinion survey, NA also has its own reason for being. As the core of the planning process for any program, it provides:

- a rationale for setting goals
- a starting point
- a direction
- a basis for evaluation
- an authorization to continue or the permission to stop

Definition of Need and Needs Assessment

The most widely used definition of need is the discrepancy definition; i.e., the documented difference between an actual state or results currently achieved and a target state or results to be achieved. The formulation is $N_c = T - A$, where:

N_c = need candidate*
T = target state or results to be achieved
A = actual state or results currently achieved

*N_c can be subjected to two tests for authenticity: (1) with N_c a subject (S) derives some otherwise unrealizable "benefit"; (2) without N_c the subject (S) is in an "unsatisfactory" state.

The definition of needs assessment is a formal process of essentially three steps:

- collection of gaps or discrepancies
- placement of gaps in priority order (with apportioning methods rather than grading or ranking)
- selection of gaps with highest priority for action and resolution

Place of Values in Needs Assessment

NA is a matter of both fact and value, with a range in any one situation of available facts and value commitment. For this reason, NA is contextually specific and cannot be adequately conducted with standardized instrumentation. The points at which value judgments impinge on needs determination are as follows:

(1) *Identification of the domain of the target state.* For example, schools are involved in a number of domains (academic, social, psychological, physical, etc.). The choice of domain(s) requires consideration of the values of various interested groups or stakeholding audiences (e.g., students, parents, teachers, administrators).

(2) *Designation of the particular target state.* Of six possible target states, the selection of one over another has considerable impact on the nature of the needs identified in the NA process. Because different groups may make different choices, selection becomes partly a matter of mediation among them. The figure below illustrates the possible target states.

Target States

Perspective	Level of Need		
	Ideal	Norm	Minimum
Personal			
Institutional			

(3) *Decision about the significance of the T - A difference.* The question here is how large a gap must be to indicate actual need. Different groups, again, may make different choices according to their values, and mediation may be necessary.

(4) *Definition of "benefit"* (under the first of two tests for need candidates). Since target states are proposed in the belief that their attainment carries a benefit, it is important to decide what that benefit is. Some benefits may be empirically testable; others may be presumed, and these involve the values of the stakeholding groups.

(5) *Definition of "unsatisfactory" state* (under the second of two tests for need candidates). The specification of unsatisfactory states is not so well implied as benefits are in the designation of target states. A more thorough examination is probably necessary and, again, audience values are paramount.

Phase I. Planning and Designing the Needs Assessment

Step 1. Carry out preliminary activities

- Set up needs assessment committee
- Identify external priorities or limiting factors
- Determine scope of assessment
- Establish needs assessment schedule
- Review committee resources and obtain commitment

Step 2. Make specific plans and design needs assessment

- Specify process and product goals (e.g., process goals refer to the educational process itself, and product goals refer to student outcomes as a result of the educational process)
- Develop statements of progam objectives with clarity, precision, measurability, feasibility, appropriateness, relevance, and logic

Counseling and Personnel Services Clearinghouse
2108 School of Education, The University of Michigan, Ann Arbor, Michigan 48109 (313)764-9492 1982 ERIC

- Set standards for all objectives
- Discuss and agree on kinds of data to be gathered (performance, description, opinion, attitude, perception)
- Determine sources of data
- Determine sample for data gathering (groups, sizes, strategies/methods)
- Select/modify/develop data collection methods and instruments (quantitative and qualitative)
- Design analysis of existing variables

Phase II. Conducting the Needs Assessment

Step 3. Obtain, organize, and summarize NA data

- Categorize all data to be collected (program, clients, resources, stakeholding groups)
- Collect and summarize data (existing and new) in each category

Step 4. Analyze and interpret data to derive meanings

- Employ arithmetic/statistical analysis
- Identify specific qualitative elements

Step 5. Conduct analysis of apparent relationships

- Determine factors for each documented need according to standards and to category
- Designate needs related to factors that can be addressed immediately, later or over extended periods of time, and not at all

Phase III. Using the Needs Assessment Results

(A prior review of the anticipated utilization of results and an evaluation of the appropriateness of such utilization may be advisable. The early identification of possible barriers to the constructive use of results prevents inefficient use of resources.)

Step 6. Select priorities

- Assign priorities to each need(s) set
- Assign priorities on basis of criticality over time (in consideration of currently available resources, limits of action authority, etc.)

Step 7. Plan program

- Identify new program elements and/or modifications
- Establish performance objectives
- Allocate resources by priority and relative cost
- Provide for coordination of resources
- Assign tasks to individuals, teams, and groups, with timelines and milestones for accomplishment

Step 8. Implement program

- Provide resources for program change according to documented needs and priority assignments
- Identify measures and means of data collection for each objective

Phase IV. Review or Meta-Assessment

Step 9. Determine impact of change process

- Decide on indicators to be accepted as evidence of improvement
- Gather data to determine actual occurrence of improvement
- Identify relationships between observed improvements and program changes
- Relate observed improvements to originally documented needs

The purpose here is to look back at the process as a whole, relate the results to the objectives, determine the extent to which the process has succeeded, and modify the process for greater or further success during the next needs assessment cycle.

Reminders

Personnel: involve as many people as possible; keep everyone informed regardless of the level of participation; be prepared to explain and "sell" most things a number of times.

Time: many hours are required especially for planning, organizing, collecting, summarizing, and analyzing an enormous amount of data.

Cost: financial limits are necessary to accomplish realistic planning, but they should not be an excuse for not doing a needs assessment.

Follow-through: NA too often stops at the stage of data collection and analysis; it is essential to assign priorities to the documented needs, initiate programs/changes, and establish evaluation procedures to insure a continuous process of re-examination and modification.

Resource Documents

Hays, D. G., & Linn, J. K. *Needs assessment! Who needs it?* Ann Arbor, MI: The University of Michigan, ERIC Counseling and Personnel Services Clearinghouse, in collaboration with the American School Counselor Association, 1977. (ED 137 713)

Lincoln, Y. S., & Guba, E. G. *The place of values in needs assessment.* Paper presented at the 65th Annual Meeting of the American Educational Research Association, Los Angeles, April 1981. (ED 199 289)

Needs assessment handbook for basic skills projects. Washington, DC: Hope Associates, Inc., 1981. (ED 206 735)

Wutchiett, R., et al. *Assessing the need for a needs assessment.* Paper presented at the 88th Annual Convention of the American Psychological Association, Montreal, September 1980. (ED 198 430)

Note: ED numbers refer to ERIC documents in microfiche collections held by over 700 libraries (U.S. and foreign). They may be read on site or obtained in microfiche and paper copy reproductions. EJ numbers refer to ERIC journal articles (not available on microfiche). Both documents and articles are components of the ERIC data base which can be computer searched by online retrieval services.

Deborah Herbert
Assistant Editor, ERIC/CAPS

TITLE: A SYSTEMATIC APPROACH TO VOCATIONAL NEEDS ASSESSMENT
AUTHOR: CLAWSON, THOMAS W.; CAMP, JOSEPH J.
PUB. DATE: 1978
LENGTH: 9 PAGES
AVAIL. DIVISION OF VOCATIONAL EDUCATION, DEPARTMENT OF EDUCATION,
KNOTT BUILDING, TALLAHASSEE, FL 32301

School psychologists need information on students' backgrounds, family sizes, minority status, and other factors to successfully consult with teachers and counselors who have questions about the career and vocational needs of students in individual schools.

A global statement describing one or more classes of desired outcomes is necessary to give a general direction to any project. This type of statement is called a goal. Goal statements have three characteristics: they are timeless, unmeasurable and they provide general directions. An example of a goal statement is - "students will acquire the ability to make wise career choices."

Once a goal statement has been formed, the next step in planning calls for a needs assessment instrument. Results from the needs assessment instrument will indicate the differences that exist between current status and some desired future status, identified by the goal statement. Bridging the gap between current and future desired status, then, hinges on designing the needs assessment instrument. In this sense, needs statements are the outcome of some form of survey instrument designed to assess the specific area covered by the goal statement.

The next phase encountered upon completion of the needs assessment is called brainstorming or programming. During this phase of planning assessors determine what needs were identified by the instrument and which of those are the most important. Priorities should be set so, in the event of time loss or shortage of revenue, all programs will not be equally affected and the more urgent needs will be met to some degree of demonstrable success.

Once needs have been established, the next step is to formulate a needs statement. An example of a needs statement is, "50% of the students express a need for more career awareness." Once a needs statement is derived, objectives to meet that need are formulated. It is possible to have only one objective for each need, but usually there will be several.

An objective, unlike a goal, is an operational statement describing a single, desired outcome. An objective is characterized by relative timeboundedness, mearurability, observability, and orientation to the real world. "By January, 90% of the students who participated in career awareness activities will demonstrate an understanding of careers by successfully scoring 70% on a career awareness assessment device." This is an example of an objective.

The next step is to select strategies that will help the target population to accomplish the objective. Once all possible strategies or activities are considered, the process of selecting the most realistic and practical ones is accomplished. Any given objective may have more than one strategy and more than one objective can be achieved by a single strategy.

The last phase of the operation is an evaluation of the results to see if the objectives have been achieved. The question of whether a particular strategy was effective and whether the resources expended were worth the gains should be examined. One should ask how the strategy can be improved. Finally, did the objective once achieved, reduce or eliminate the need?

A diagram and example of a complete program, from goal statement through evaluation procedures, are provided for demonstration purposes.

III. PROGRAM EVALUATION

INTRODUCTION

Although some school guidance programs still exist on the basis of faith and tradition, the current public demands for accountability emphasize the need for systematic evaluation of school guidance programs. Evaluations should be conducted to determine the effects of a guidance activity, to estimate success in reaching goals, and to help in guidance decision-making. Evaluation is the process of delineating, obtaining, and providing useful information for making decisions, and includes the process by which judgments are made about whether the goals of guidance are being attained.

Systematic methods of evaluating guidance functions are necessary because day-to-day casual observations and recordkeeping are often incomplete, unreliable, and biased. Evaluation goes beyond the measurement question of "how much" to the question of "what value." A systematic guidance program evaluation must have at least three components:

1. Objectives must be explicitly stated.
2. Standards to judge whether or not objectives have been met must be established.
3. Some judgmental statement must be made about the meeting of the objectives.

Thus, guidance program evaluation is necessary because the continued support of a guidance program may be dependent on systematic evidence that student needs are being met by the services and activities of the guidance program. In addition, guidance evaluation can serve as a basis for continued improvement, the development of new services, the adaptation of existing services, and the interpretation of the guidance program to school personnel, parents, and the community.

The following materials provide additional information for designing and implementing guidance program evaluation systems.

TITLE: HOW TO EVALUATE A SCHOOL GUIDANCE PROGRAM
AUTHOR: GADE, ELDON
PUB. DATE: 1981
LENGTH: 20 PAGES
ERIC NO.: ED 210 490

The advantages of establishing a systematic evaluation program for guidance services include:

1. Receiving feedback on the degree of guidance program effectiveness.
2. Being able to identify students whose needs go unmet.
3. Choosing and using counseling techniques on the basis of their effectiveness.
4. Being able to justify the elimination of useless guidance activities.
5. Having evidence for requesting increased staffing and other services to meet guidance objectives.

The basic steps in evaluating a guidance program include:

1. Clarifying the goals or objectives of the guidance program. A good way to start is to state the objectives of all school programs and activities and then sort out those goals that a guidance program can be expected to meet that relate to the school's objectives. Use of clearly stated objectives in observable behavioral terms will help avoid vague unmeasurable goals.
2. Keeping accurate records of students who use the guidance services.
3. Involving teachers and other school personnel and parents as much as possible to improve cooperation and promote understanding of the guidance program.
4. Developing a comprehensive master plan for evaluation that answers such questions as what data are to be collected by what means and how the data are to be analyzed and used.

5. Anticipating the need for outside consultation and assistance.
6. Publicizing the results to a wide range of school and community personnel to work toward improvement in services.

Counselors are encouraged to establish a comprehensive evaluation plan that will answer questions about what they do and about the effects their work has on students and other consumers of their services, questions that may be answered descriptively or quantitatively. The following model is offered as a systematic approach to program evaluation.

Guidance evaluation is concerned about: (1) What school counselors do, as well as (2) What effects does the work of the counselor have on students and other consumers of their services? These guidance evaluation questions can be answered descriptively or quantitatively. The two types of questions and the two methods of presenting answers to the questions can form a four way classification model with a horizontal and vertical axis. On the horizontal axis the two categories represent guidance activities and guidance effects. On the vertical dimension the model is anchored by descriptive information and a quantitative category. These four types of guidance evaluation are shown as:

FOUR TYPES OF GUIDANCE EVALUATION QUESTIONS AND THEIR INFORMATION BASES

DESCRIPTIVE INFORMATION

Activities

Category I What descriptive information can be provided for what the school counselor does?	Category II What quantitative information can be provided that selected guidance functions are effective?
Category III What quantitative information can be provided for what the school counselor does?	Category IV What descriptive information can be provided that selected guidance functions are effective?

QUANTITATIVE INFORMATION

Category I information provides a descriptive rationale for counselor activities. This raltionale may be derived from philosophical, legal, or theoretical bases. In other words, information in the category documents the value of selected counseling and guidance activities. Making descriptions of various guidance services can give the impression that everyone recognizes the inherent value of these activities. For example, counseling, testing, and informational services are almost always included on the list of guidance activities and are assumed to have inherent value. Use of legal documents like state laws mandating guidance services would be an example of information using Category I. References to role and function statements of school counselors would be an example of professional advocation. Additional guidance activities to be included in Category I:

1. A counselor-student ratio of one full-time counselor for every 250-300 students at the secondary school level and one full-time counselor for every 600 elementary school students is one of the better known criteria for evaluating a guidance program. These ratios have developed from professional statements of guidance organizations and in some cases have been logically or scientifically justified.
2. The counselors meet the standards of a masters degree in counseling and guidance and appropriate teaching and other work experiences.
3. Usable, clearly understood student records are maintained and used.
4. Vocational, educational, and personal-social information are accessible to students.
5. Test and appraisal data are available to help students to better understand themselves and make wiser plans.
6. Guidance services extend through the full range of the student's schooling (K-12).
7. Adequate physical facilities are available to carry out the guidance services.

8. Adequate budget support for guidance exists. Current figures of budget support range from about 3-5% of the average pupil costs.
9. The guidance program is based upon determined student needs.
10. The guidance program includes developmental and preventative services as well as remedial functions.
11. Guidance services are not ends in themselves but are related to the total objectives of the educational aims of the school.
12. Guidance services are offered in a well balanced form so that no activity is overemphasized or underutilized based upon pupil needs.
13. The program offerings are flexible and adjustable to change in needs.
14. There is high morale and a spurt of professionalism among the guidance personnel.
15. Guidance programs have realistic goals and there is an awareness of strengths as well as the need for referral and other assistance at times.
16. The counselor in the guidance program has a carefully formulated role and function.
17. The guidance program carries out a well organized public relations program.
18. The counselor exhibits effective program leadership characteristics.

Category II information gets at answering the question of the effectiveness of various guidance activities with descriptive statements. Information in this category documents the value of guidance outcome. For example, opinions and testimonials of satisfaction of guidance services coming from students, teachers, parents, and other consumers would fall in Category II. Although data or information in this category are not presented in statistical form, they do provide evidence that the outcome or effectiveness of guidance activities is valued by someone.

Category III consists of information or data that are in numerical form to answer the question of "what does the counselor do?" Information in this category is useful to document the occurrence of some guidance activities.

Activity-time accounting such as the use of a log of activities that lists how many students are served by the various guidance services is an example of information in this category. Using activity-time data to compare school guidance services with an exemplary or model guidance program is another example of data in this category. Needs assessment surveys that provide numerical data to support guidance activities or surveys where various consumers are asked to rate the level of services rather than the effectiveness of such services are other examples of information in this category. Linking guidance services to costs is still another example of information in this category. Keeping monthly and yearly guidance reports summarizing the year's activities can be helpful in telling the story of what a counselor does.

Here is a list of monthly guidance activities classified in Category III that can be reported to help describe the school counselor's job:

1. Conferences and meetings attended

   Teachers often wonder why the counselor is not always in the office all the time. To help answer the questions, list the meetings attended including their exact length. A tally will probably show that counselors attend meetings not only during the school day but also some that extend beyond the school day or on weekends and even during regular school vacation time. This information can easily demonstrate that counselors work with agencies outside of the school building.

2. Individual counseling time

   This can be recorded by number of sessions per month held or by percentage of total time spent in this activity.

3. Group and career guidance

   The number of groups held per month can be recorded or the hours actually spent in the activity.

4. College or postsecondary applications processed
Showing the numbers of students who have completed college or other postsecondary school each month can give an informative picture of this activity. Percentages of seniors completing applications can be easily calculated from basic data.
5. Part-time job placements
Each month job placements can be reported with the types of jobs, firms where employment was provided and other information given.
6. Registration activities
This monthly summary can include the number of students in special programs, number of schedule changes, and numbers of parent-student planning meetings.
7. Freshmen orientation activities
Number of hours involved in planning and carrying out this activity can be noted.
8. Guidance committee
Number of times and hours of guidance committee meetings can be reported each month.
9. Testing activities
Number and types of tests given as well as hours spent in this activity can provide useful data each month.
10. New student registrations
Each month a list of all new student registrations by grade level can be useful data.
11. Parent contacts
A monthly tally of the number of parents seen each month can help make teachers be more aware of the involvement counselors have in this area.
12. Case conferences
Each month the number of case conferences (which often involve teacher input) can be tallied and provide general information about amount of involvement in this activity.

13. Information requested and recommendation forms completed
Monthly totals of this activity can provide teachers with additional understanding of the range of counselor activities.

Category IV in this model provides quantitative data or information relative to the effectiveness or outcome of guidance activities. The question answered by data in this category is "what quantitative information can be provided that selected guidance functions are effective?" Data in this category documents occurrences of the outcomes or effectiveness of guidance services. The use of goal attainment scaling in which the counselor and student jointly assign numerical values to progress toward predetermined goals is an example of this category of accountability. Statistics which document such programmatic goals as decreasing truancy, increasing students in part-time employment, increasing realistic career placement are other examples of use of quantitative data on guidance outcomes.

Other examples of category outcomes are:

1. Improvement in student academic achievement for those who received counseling.
2. Reduction in student discipline for students who participated in group counseling.
3. Improvement in student attendance rates among students receiving counseling.
4. Increased involvement in student extra curricular activities among counseled students.
5. Increase in student usage of career guidance materials in group guidance classes.
6. Increase of student graduates employed in their chosen field who received career counseling.
7. Increased awareness and usage by teachers of classroom guidance materials.
8. Reduction in drug abuse among students receiving individual and group counseling.

Category IV data can be most reliably obtained through the use of research studies that include a control group and pre-post change scores with valid measurement instruments. This category can also cover single case studies.

Who is interested in the data or information provided by each of the four categories of guidance evaluation? Teachers and administrators are often interested in the theoretical rationale for offering various guidance services provided by the information in Category I. Students, on the other hand, may be more readily impressed with information provided in Category II which gives testimony from satisfied or dissatisfied fellow students. Administrators are often more impressed with numerical accounting of how a counselor's time is being spent (Category III), while school board members and legislators may be more interested in statistical data that shows the impact or effect of various guidance activities (Category IV).

In order to keep on top of the current demands for evaluation, professional school counselors need to be collecting and sharing information that can answer all four types of accountability questions before any consumer or constituents ask for them. In other words, school counselors should be ready in advance for consumer requests by doing self-accountability so that systematic information is available in each of the four categories. The following four steps can serve as a guide for proactive rather than reactive evaluation of guidance services:

1. Identify the kinds of data you are more interested in. A natural starting point is to begin with data or information that are related to the guidance program goals. A counselor who is not research or statistically minded will tend to collect Category I and II data. A more research and statistically inclined counselor will no doubt tend to use Category III and IV evaluation approaches. However, it is probably wise to try to collect some information in each of the four categories.
2. Identify the various publics to whom you feel you should be accountable and then decide to which of these groups you will be most responsible.
3. Identify the categories of research questions and types of information in which each of your selected constituent groups is most interested.
4. Finally, identify the types of evaluation procedures that can best provide the information needed to answer the

questions in which the public is most interested. For proactive accountability this probably means responding to all four category questions. Since there are a wide variety of evaluation procedures available, in selecting your procedures you will need to consider such practical aspects as time and available resources as well as your own skills.

The information gathered from this evaluation process can be used to implement changes in the guidance program because of its emphasis on self-diagnosis and self-improvement.

TITLE: COMPETENCY-BASED CAREER GUIDANCE PROGRAM DESIGN : A TWO-DAY TRAINING WORKSHOP
AUTHOR: WALZ, GARRY R.: AND OTHERS
PUB. DATE: 1978
LENGTH: 190 PAGES
ERIC NO.: ED 167 852

The Evaluation section in this workshop guide defines evaluation as a process of identifying, collecting, analyzing, and interpreting information so that decisions can be made. Two types of evaluation, process and product are emphasized, with process evaluation focusing on the methods/strategies used to help students achieve the desired outcomes of the guidance program and product evaluation determining the extent to which the guidance program meets the established outcomes by measuring changes in student behavior as a result of their participation in the program.

In addition to examples of process and product evaluation, an Evaluation Checklist is provided to help counselors determine the quality of their evaluation plan. (The Checklist is reproduced on the following page).

APPENDIX A: EVALUATION CHECKLIST

This checklist is provided as a guideline to help you determine the quality of your evaluation strategy.

	Yes	No
1) Was the evaluation method part of the development of the career guidance program rather than a "tacked-on" activity?	____	____
2) Does the evaluation monitor the progress and efficiency of the career guidance program?	____	____
3) Does the evaluation measure the extent to which the established outcomes are metby measuring changes in student behaviors?	____	____
4) Is the evaluation method carefully planned to avoid duplication of effort?	____	____
5) Are the measurement instruments/techniques selected to provide the necessary data required?	____	____
6) Is the evaluation process used to establish staff development/in-service education programs?	____	____

If you have answered "no" to any of these questions, you should carefully examine why and be able to justify that decision.

TITLE: PROGRAM EVALUATION HANDBOOK
AUTHOR: LANDON, GLENDA L.: SHIRER, WILLIAM
PUB. DATE: 1981
LENGTH: 62 PAGES
ERIC NO.: ED 211 576

Members of program self-study committees are often asked to make judgments about how well a program works using evidence collected by school districts and from surveys of teachers, parents, and administrators. Program intent/mission, delivery strategies, and outcomes must all be assessed in order to identify strengths and weaknesses of a program. Questions addressing the areas of intent, delivery methods, and outcomes are provided in a workbook format that enables the user to make written comments and to assign a numerical ranking to each program component. After completing this process, the evaluator will be able to list and rank order program strengths and weaknesses and make recommendations for improvement, including statements of justification, required action, responsibility, estimated costs, and timeline.

TITLE: HOW TO DESIGN A PROGRAM EVALUATION
AUTHORS: FITZ-GIBBON, CAROL TAYLOR: MORRIS, LYNN LYONS
PUB. DATE: 1978
LENGTH: 164 PAGES
AVAIL.: SAGE PUBLICATIONS

Developing an evaluation program requires choosing an evaluation design, putting it into operation, and analyzing and reporting the data that is gathered. Attention to the evaluation design is important and requires an understanding of the distinction between summative evaluation (which generally focuses on program accomplishments) and formative evaluation (which generally focuses on areas and activities needing improvement).

The eight chapters in this book introduce the concept of evaluation design and then offer detailed models, exercises, and sample worksheets for setting up control and experimental groups, pre-/post-test group designs, time series designs, an analysis of variance design, and a random sample design.

IV. PUBLIC RELATIONS

INTRODUCTION

Most counselors are not public relations conscious and have not made efforts to be certain that other people understand their roles. In order for guidance programs to be maintained and expanded, however, it is necessary that they be appreciated by the community as well as students.

The best public relations is a job well done; to gain needed public support for the counseling and guidance program, however, the counselor must communicate. The overall goal of counseling and guidance programs is to be able to help people more effectively.

In the September 30, 1974 issue of the ASCA Newsletter, Louise Forsyth gives the following definitions of PR:

> "Too many of us equate public relations only with publicity--the story in newspapers or on television. It is much more; public relations--or "people relations" if you prefer--includes every contact you make in your daily work, every opportunity you seek to inform others about the services you make available. Public relations is YOU, and you are the heart of any PR program."

Public relations must become an integral part of the guidance program. A well planned public relations program will be in keeping with the total guidance program's purposes and methods, comprehensive and positive in approach and appeal, continuous, and delivered with clarity and simplicity.

Since community and parent contacts in all situations require the counselor to communicate his objectives, role, accomplishments, and needs, this section includes materials for parent education and community action as well as public relations program design and implementation.

TITLE: THE COUNSELOR AND PUBLIC RELATIONS.
A MANUAL FOR SCHOOL COUNSELORS
PUB. DATE: 1980
LENGTH: 19 PAGES
ERIC NO.: ED 210 489

Designed to aid school guidance counselors in creating and implementing a public relations program that will educate those inside and outside the school system, the program presented in this manual is organized in six sections: (1) What is Public Relations?; (2) Public Relations Development; (3) Public Relations Messages through School Media; (4) Public Relations Messages through Mass Media; (5) Ideas That Work; (6) Special Note on Government Relations. The emphasis in each section is on precise and practical methods.

Public Relations Development. A cyclical model with nine development steps is detailed in this section including determining public opinion; identifying problem areas; identifying publics (internal, external and booster groups); establishing goals; preparing a written program; and, implementing, evaluating and changing the program. Specific recommendations for using the nine development steps include the formation of a guidance committee representing administration, parents, community, students, teachers, and guidance personnel whose function is to assist public relations efforts by making suggestions, generating new ideas and evaluating old ones.

Public Relations - School Media. The guidance newsletter is presented as an effective means of communication within the school. A guidance handbook geared to address all publics served by the counseling program is also suggested. Values which can be expected from the effective use of a guidance bulletin board are highlighted.

Public Relations - Mass Media. Newspaper articles in local papers can be especially helpful. Tips on media releases suggest that they be kept simple; divided into sections and run as a series; and, if possible, hand-delivered to editors. A contact person at a radio or television station can be useful for obtaining coverage of special events and also for suggestions about format and presentations.

Ideas That Work. (Reproduced from the manual).

STUDENTS

1. Get information to students on how to contact counselors. Visit classrooms at beginning of school--briefly explain role.
2. Efforts to orient students to guidance services are essential and can be one of your most effective public relations tools. Develop orientation programs for your school's counseling programs at the feeder schools each spring.
3. Work with all new students to explain the services of the guidance department.
4. At the elementary level, develop a coloring book with pictures and puzzles to explain guidance services to children. Remind children what your name is.
5. Student recognition--congratulatory message, item placed on bulletin board, certificate, letter home--not only academic recognition but for things done for the school or community.
6. Place signs in classrooms emphasizing one typical pupil need and the appropriate guidance service. Rotate the signs periodically for maximum exposure.
7. Organize group guidance and group counseling sessions with students. Have a busy schedule planned well in advance. This could prevent the assigning of routine clerical functions to guidance counselors.
8. Tell why each test is being given and follow with individual interpretation of results.
9. Seniors--Have college admissions informational meetings in the fall with a post-secondary financial aid officer available. Prepare "Senior Words"--fact sheet of dates, events, etc., important to seniors.
10. Extend yourself outside of school building; visit students who are hospitalized; be available after school hours.

PARENTS

Parental involvement is necessary for a truly effective program. Parents are an important channel to both the students and the community.

1. Publish bulletins for parents including information about counseling programs and other services offered, testing dates, list of resource books available from counseling office, etc. Mail to parents.
2. Write one positive letter a day to a parent. Make a positive call a day to a parent.
3. Establish parent discussion groups for parents with similar interests.
4. Conduct parent workshops on topics as drugs, test interpretation, etc.
5. Develop with administrators and others a packet to be given to new families in the community. Call the parent of new students within two days after they enroll and ask if you can help in any way.
6. Offer to be a speaker annually at a PTA meeting to inform re:
   --developmental needs of children
   --counselor role
   --social and emotional needs basic to cognitive learning
7. Hold evening sessions for working parents to consult with counselor. Be accessible to parents.
8. Make parental contact for teacher conferences with parent. Act as a liaison.
9. Participate in community groups where parents play a big role.
10. Prepare a flier on guidance services to be distributed at each parent contact.

TEACHERS

Teachers must feel the counselor is there to help them. Respect is a key word here. Remember it is through the teachers that you reach most of the students, whether through referrals, cooperative efforts, or in-service training.

1. Give special encouragement and information to new teachers.
2. Present the role of the guidance counselor at new teacher orientation sessions. Hints: explain how to, when to, and why to submit a student referral. Involve them in a discussion and clarify in general terms what help they can expect as a result of a student referral. Invite new teachers to the counseling center for an informal get-acquainted session and show them the resources available for student use. Show them what is available in a typical student folder.

3. Conduct in-service training programs and workshops for teachers, e.g., on mental health in the classroom, teacher-student relationships, understanding test scores, communication skills, etc.
4. Offer to act as a resource person for teachers. Pass on new career bulletins and booklets to teachers and help them relate career opportunities to their subject areas. Order guidance films for classroom use. Make a list of materials available through the library (professional books, etc.).
5. A monthly guidance newsletter to teachers to help solve communication problems. Dates of upcoming events and thank yous included with guidance department news.
6. Short thank you note to teachers for their cooperation with something in particular which was not of the daily routine, like beginning of the year schedule changes or grade-level testing.
7. Prepare a questionnaire for teachers concerning guidance services; have teachers fill it out and then discuss it.
8. Plan a meeting for teachers to be conducted by the guidance department to:
   --inform of services
   --inquire of their needs
   --communicate to break down resistance or apathy and to make it easier to use the services
9. Get to know teachers personally. See teachers at social events, sports events, volunteer programs, and fund raising events. Interact personally and socially with teachers.
10. Be active in local education association. Be an active participant, when possible, in faculty functions. Seek leadership roles in your local education association so that you can speak for counselors.

IN THE COMMUNITY

1. Issue certificates of appreciation whenever someone from the community assists in a guidance program.
2. One simple and low cost method is hand drawn and lettered fliers describing counseling services, reproduce them by mimeograph or offset press. Locate businesses (such as groceries and pharmacies) which will agree to insert them in bags being filled.
3. Participate in radio and TV programs to spread the word within range.

4. Write newspaper articles.
5. Be active in community affairs.
6. Volunteer to speak to all local service and civic clubs.
7. Arrange appointments with other community workers to discuss topics of mutual interest and to share information: mental health clinic, doctors, etc.
8. Seek exhibit space for a guidance presentation--a bank window, a store window...Inform the general public about the services a counselor offers.
9. Counselor could accompany students that receive scholarship awards that are usually given by Elks Club, etc.
10. Invite resource people into the school to conduct workshops in human relations, drug abuse, etc., and provide vocational information.

ADMINISTRATORS, SCHOOL BOARDS

1. With the cooperation of your administrators, formalize a role statement and job description.
2. Invite school board members to visit the guidance department individually.
3. Keep an accurate record of just what you do each day for a period of a week at various times during the year and the time spent on each daily activity. Report to the administration and/or school board in terms of student needs; parents needs; teacher needs; efficiency and effective use of counselor's skills, education and experience.
4. Send copies of appropriate guidance correspondence to administrator.
5. Develop manual of objectives and activities for the academic year and send to administrators.
6. Do statistical reports on test data and report to principals.
7. Counselors meet once a week with the principals to discuss joys, concerns, needs, etc. Discuss ways in which the counselor is of value to the school. Such a dialogue can be valuable.
8. Develop a guidance calendar for the month and publicize it.
9. Be visible, be helpful; involve others in your activities; report regarding services.
10. Communicate research information supporting need of guidance counselors.

TITLE: A GUIDE TO SCHOOL AND COMMUNITY ACTION
PUB. DATE: 1981
LENGTH: 26 PAGES
ERIC NO.: ED 208 316

This guide, organized in four steps, illustrates how individuals and groups in local communities (designated as a school attendance area, a school district, city, county, or any other area as perceived by the group) can come together to study existing problems by identifying local needs; develop a program and implement a plan of action to meet those needs; and evaluate and redesign the plan if necessary. The purpose of the guide is to provide impetus for bringing together the forces that most influence our young people--home, school, community.

To make it easier for groups to work together, the materials are presented in a workbook format; checklists and spaces for recording information allow for flexibility; pages may be duplicated as needed. Appendix A is a complete example of how the process works. It shows how the community group might follow the first of the four steps, conducting a needs assessment. Section One, needs assessment, and Appendix B, committee organization guidelines, are reproduced in the following pages.

SECTION ONE
CONDUCTING A NEEDS ASSESSMENT OF THE SCHOOL AND COMMUNITY

Developing a needs assessment of the school and the community should be the first step in exploring a community concern. This assessment can be conducted by the PTA or by any concerned group of parents, teachers, students, religious leaders, or other interested members of the community. An example of identifying a need may be found in Appendix A.

PURPOSE FOR CONDUCTING A NEEDS ASSESSMENT

* To determine if an identified concern is truly a problem that should be dealt with through broad-based community action.

PROCEDURES FOR CONDUCTING A NEEDS ASSESSMENT

1. Determine the extent of the problem. Yes No
   a. Is there a problem?
   Is it widespread?
   Is the community at large affected by this problem:
   b. Who is affected by the problem?
   What individuals?________________________________
   ____
   In what ways?________________________________
   ____
   What groups?________________________________
   ____
   In what ways?________________________________
   ____
   c. What are the contributing causes of the problem?________________
   ____
   d. Do any existing school and community program deal with this problem? Yes No
   Which ones?________________________________
   ____
   e. What types of changes could cause things to be different:
   Beliefs?________________________________
   Attitudes?________________________________
   Circumstances?________________________________

Laws?____

Time?____

Money?_______________________________________

Other Resources?________________________________

2. Survey appropriate community agencies to obtain statistics on the problem: · Surveyed

Private and church-related programs
School personnel
Major employers
Chamber of commerce
Local, county, state, and federal departments of health, education, probation, and social services
Libraries
Volumteer agencies
Community and state colleges and universities
Community organizations (PTA, League of Women Voters, American Association of University Women (AAUW), etc.)
Professional agency representatives
Community phone information services and other sources that may be appropriate
Others (Identify)

____

____

In gathering information, it is extremely important to give potential sources of information a clear explanation of the research and how the information will be used. Document how and why the survey was taken, include a copy of the questions, tally the results that show any activity, and send a copy of the findings to those surveyed. This courtesy will compensate those surveyed for their cooperation, raise the level of awareness within the community, and let people know that they participated in a worthwhile project.

Statistics and information gained from the needs assessment will determine whether or not there is a basis for taking action. If there is no need, *it is best not to invest time and money. If, however, the needs assessment indicates a problem exists, the information gathered will be a basis, with any necessary additional research, for the formation of a community action plan.*

3. Prepare a needs assessment findings report. It should contain:

Done

a. Reason for study ________________________________

____

b. Statistics obtained (Note the numbers by age, socioeconomic status, racial-ethnic background, or religious affiliation.)

____

____

c. Professional resource people who were interviewed during the needs assessment ________________________________

____

d. Other resources used, such as films, periodicals, books, and surveys ________________________________

____

FINAL CHECK IN CONDUCTING A NEEDS ASSESSMENT

	Yes	No
* Based on the needs assessment findings, does a problem exist that requires broad based community action?		

APPENDIX B
THE QUESTION IS ON . . . . COMMITTEES

Committees are one of the most important working arms of PTA. They contribute by:

* expediting the work of the larger group by working out details;
* offering potential for training leaders;
* giving access to various resources;
* allowing those specifically suited for one field to be involved.

Selecting the Committee

Important considerations to keep in mind are:

* one who has special interest in the topic to be pursued;
* one who has the skills and knowledge needed;
* one who could benefit from the experience; and
* one who has access to needed resources.

The nature of the committee assignment determines whether or not representation should include (A) different opinions or points of view; (B) different organizations; (C) different geographical locations or a combination of A, B, and C (D) alternates.

If a member of a committee is unable to fulfill the assignment, the committee may continue to function since there will still be a majority to act. If the by-laws provide for alternates, the first alternate fills the vacancy and continues on the committee as a regular member in place of the original member.

The Chairman

Responsibility of the chairman is to give leadership so that the group is stimulated into working as a cohesive unit.

Size of Committee

The reason for appointing a committee is the advantage of greater efficiency and flexibility of a smaller group. Size will be determined by the number of people needed to accomplish the purpose.

Instructing the Committee

The purpose should be clearly defined. Responsibilities need to be spelled out: what authority does it have; what are the limitations; how much can it spend; should other committees be involved; are supporting materials available; what date is a report due and to which body.

Committee Operation

There is need for understanding of the generally accepted parliamentary procedures for committee operation, such as:

- use of general consent;
- free discussion;
- shared responsibility;
- leader as a facilitator and a full participant; and
- attention to task accomplishment.

The Chairman's Role

A productive committee is possible when:

- committee members together develop a plan of work;
- meetings are informal;
- everyone participates;
- a "WE" spirit is fostered;
- thinking is stimulated;
- members are interested; and
- decisions are reached.

Agenda

An agenda should be used and given to all committee members. It helps them to know where they can make their greatest contribution.

Minutes

These are generally more detailed than the "action items only" minutes of a regular meeting. Copies should be available for committee members, but need not be for others.

Ex Officio Members

An ex officio member has the same rights and duties as any other member, but is not expected to attend all meetings nor be counted as part of the majority of members required for a quorum.

The Final Report

Reports can be submitted in the following ways:

- in the form of a resolution;
- as a statement;
- as guidelines;

- as a financial proposal; and
- as a recommendation for action by others.

Acting on a Report

Final disposition is the responsibility of the group that authorized its appointment.

Reports may be accepted; approved or adopted; rejected; postponed; returned to committee; or referred. The nature of a report determines how it should be handled.

In Summary

The responsibility of the committee is to recognize the importance of its assignment and to fulfill the assignment to the best of its capabilities.

It is the responsibility of the larger group to recognize that the committee has the time and resources to study an issue in depth. For committee work to be effective, confidence MUST be placed in those elected or appointed to serve. For an association or a large group to act as a committee on all matters is to promote inefficiency and defeat the primary work of the committee concept.

TITLE: DEALING WITH STRESS: A MAJOR COMPONENT
OF A PARENT EDUCATION PROGRAM
PUB. DATE: 1981
LENGTH: 10 PAGES
ERIC NO.: ED 208 284

Based on the premise that the ability to manage stress is a survival skill necessary for parents if they are to provide a home environment conducive to children's social, emotional, and mental growth, this model presents a problem-solving process for stress management. The four stage models includes the identification of stress and an analysis of its sources, development of a stress management plan, and the implementation and evaluation of the plan. The model is reproduced on the following pages.

Dealing With Stress: A Major Component of a Parent Education Program

With the psychological demands of preadolescent parenting coupled with social and economic responsibilities, many parents are experiencing too much stress. Stress, .in moderate doses, is beneficial. In overdoses, it can destroy the body, the mind, and the emotions.

In this paper, stress refers to excessive anxiety, frustration, or boredom. Using the definition of Herbert Benson (1975) in the book, The Relaxation Response, it means "environmental demands that require behavioral adjustments."

It has been recognized that the home environment correlates highly with the student's school achievement and personal adjustment. Parents, however, find it difficult to maintain a relaxed, positive atmosphere because of the everyday pressures of job and money worries, illnesses, and large and small emergencies. Behaviors reflecting tension are often displayed in the presence of the child or children, producing feelings of fear, hostility, insecurity, and other unhealthy attitudes. While no parent or family can behave ideally at all times, it appears worthwhile to the student to make family life peaceful and cooperative. For this reason the writers feel a parent education program must include a model for stress reduction.

The Physiology of Stress

As a consequence of the seminal work of the physiologist, Dr. Hans Selye, (1950) professor emeritus of the University of Montreal, biological, social, and behavioral scientists are increasing their understanding of stress. Perhaps Selye's most significant contribution to an understanding of stress is his concept of the "general adaptation syndrome," a notion that helps one comprehend the effects of stress on the body. The general adaptation syndrome divides stress into three stages: (1) the alarm reaction, (2) the resistance stage, and (3) exhaustion.

The alarm reaction entails bodily changes associated with emotions. The bodily changes are initiated by the sympathetic division of the autonomic nervous system. The sympathetic division increases the heart rate and blood pressure, and distributes blood more copiously to the exterior musculature.

In contrast to the sympathetic division of the autonomic nervous system, the parasympathetic division attends the day-to-day functioning of organs. When one manifests emotion, the sympathetic division overrules the parasympathetic division, producing a number of symptoms. Under conditions of fear, blood circulation is altered; the blood supply to the viscera is restricted while the supply to the exterior muscles of the trunk and limbs increases. Thus, the process of digestion is curtailed in favor of increasing the potential for movement, either in defense or retreat. Concurrently, nervous impulses to the heart cause it to beat faster and harder; blood pressure increases and pulse rate accelerates. In addition to such alterations to normal circulation, the pupils of the eyes dilate and the mouth becomes dry. Harvard physiologist Walter B. Cannon viewed such adaptation as the body's preparation to act or to respond to stress. The response actually selected, in his model, existed somewhere along a continuum whose poles were defense against the threat and flight from the threat. He called the continuum of possible responses the "fight or flight" response (Everly and Girdano, 1980).

When the sympathetic division becomes ascendant over the parasympathetic division, the adrenal glands hypersecrete epinephrine (or adrenalin) and norepinephrine. These hormones are secreted directly into the blood stream. Epinephrine releases more blood sugar, thus making more energy available to the brain and muscles. It also stimulates the heart to beat faster. Thus, epinephrine augments and complements the action of the sympathetic division. Norepinephrine constricts peripheral blood vessels, thus raising blood pressure.

If stress continues for sometime, one enters the resistance stage. In this stage one recovers from the initial outburst of emotion and attempts to endure the emotion-producing situation as well as possible. The person's attempt to endure emotion places relatively high degrees of strain on bodily and psychological resources.

If the stress is overwhelming and the individual is unable to cope with or manage the stress, he or she enters the third stage, exhaustion. In this stage, all internal resources for managing stress are exhausted, even though the original sources of stress, called stressors, and any new stressors which may have arisen during the resistance phase continue to distress the individual. If exhaustion continues, its consequences is death.

Individuals may develop a wide variety of behavioral and/or physical symptoms and/or diseases as internal resources are depleted. These particular symptoms and diseases, both psychological and physical, that develop in response to stressors depend upon at least three factors: (1) the individual's idiosyncratic vulnerabilities, (2) the kinds of stressors which initiate the response, and (3) the individual's perceptions of the external and internal environments in which one currently functions.

Some of the common stress-related disorders are: (1) heart attacks, (2) stroke, (3) gastrointestinal dysfunctions, (4) cardiovascular disease, (5) increased susceptibility to infectious diseases, (6) ulcers, (7) skin disorders, (8) backaches, (9) more rapid aging, (10) sexual dysfunctions, (11) accident proneness, (12) hypertension, (13) insomnia, (14) muscle pains, (15) severe headaches, (16) prolonged fatigue, (17) psychoneurotic behavior, (18) psychiatric disorders, (19) drug abuse, (20) alcoholism, (21) difficulty in concentrating and attending to the task at hand, (22) increased irritability and argumentativeness, (23) increased opposition to new ideas, (24) cynicism about one's work, and (25) marital difficulties.

The Stress Management for Improved Parenting Skills Model developed by the Psychological Services Center of the Virginia Polytechnic Institute and State University (1978) is a problem-solving process that can be helpful to parents and other adults. The model utilizes four stages. Stage I is the Identification of Stress, Stage II is Analysis of the Sources of Stress, Stage III is the Development of a Stress Management Plan, and Stage IV is the Implementation and Evaluation of the Stress Management Plan. These stages are elaborated below.

Stage I – Identification of Stress

Stage I is predicated upon the notion that a parent cannot manage stress unless he or she can identify it. Identification of stress requires one to know the indications of stress. The signs of stress can be divided into physiological, psychological, and behavioral manifestations (Everly and Girdano, 1980). Physiological signs include such effects as (1) increased heart rate, (2) increased blood pressure, (3) increased sweating, (4) muscular trembling or tension, and (5) increased epinephrine and norepinephrine secretions. Levitt (1967) lists seven signs to indicate the presence of psychological stressors. They are (1) lower intellectual functioning, (2) poorer verbal communications, (3) resentment of supervisory personnel, (4) suspicion of supervisory personnel, (5) anger, (6) increased emotional reactiveness, and (7) confusion or anxiety. Cooper and Payne (1978) see evidence of stressors in such behavior as (1) decreased performance levels, (2) increased alcohol and drug abuse, (3) increased error rates, and (4) occupational sabotage.

Stage II – Analysis of the Sources of Stress

Stage II, the analysis of the sources of stress, addresses the fact that one cannot manage stress unless one knows its source or sources. For the purpose of stress management the external and internal environments that interact within the individual parent are seen as the sources of stressors.

Within the external environment some common sources of stress are the family and the work site. Some common stressors within the family are: (1) marital problems, (2) parenting problems, (3) changes in family residence, (4) family disorganization, (5) family members leaving home, (6) death of a family member, (7) health problems, and (8) financial problems. Common stressors within the work place are: (1) beginning a new job, (2) upward mobility, (3) relocation, (4) retirement, (5) work overload, (6) inactivity and boredom at work, (7) uncertainity stemming from role and status ambiguity, (8) lack of job security, (9) overspecialization, (10) bureaucracy, (11) stifled communication, (12) poor interpersonal relations with authority figures and subordiantes, (13) political and manipulative machinations in the work environment, (14) discrimination, and (15) technological change.

Internal sources of stress from which stressors emerge include cognitive and physical factors. Cognitive factors are focused in the thoughts, ideas, beliefs, and perceptions one has concerning the activating events in one's life and the various experiences one undergoes in day-to-day living.

The insertion of negative statements about oneself and other irrational ideas into one's internal dialogue stimulates self-defeating behavior. Such behavior generates stress.

Psychologists Albert Ellis and Robert A. Harper (1975) have catalogued countless variations of the "musts," "shoulds," and "if onlys" of wishful and self-punishing thinking in an analysis that shows how faulty thinking keeps parents from facing reality. Here are some of these ideas which are particularly related to parenting:

1. The idea that it is a dire necessity for a parent to be loved or appreciated every moment by a child.

2. The idea that one must be thoroughly competent and successful in parenting if one is to consider oneself worthwhile.

3. The idea that the child who disagrees wtih the parent's ideas and methods is "bad" and becomes an opponent to be rejected.

4. The idea that one should become very upset over the child's problems and failings.

5. The idea that it is awful and catasrophic when the child does not behave as one would like.

6. The idea that one's unhappiness is caused by the child and that the parent has little or no ability to control one's emotional reactions.

7. The idea that, until the child straightens himself/herself out and does what is right, the parent has no responsibility to do what is right.

8. The idea that there is invariably a right, precise, and perfect solution to human problems and that it is catastrophic if that solution is not found.

9. The idea that one can achieve maximum human happiness by inertia and inaction or by passively and uncommitedly enjoying oneself.

Each of these irrational ideas is a source of stress and, therefore, a stressor that hampers efficient parenting.

The physical sources of stress are focused in the manner in which one cares for his/her body and in the degree to which one rationally and actively lives a healthy life. It should be noted that physical stressors can have deleterious psychological consequences as well as physical results. Excessive us of tobacco and alcohol, drug abuse, poor or unbalanced diet, lack of exercise, sleep disturbance, and inappropriate use of medication contribute to stress.

Physical stressors have short-range as well as long-term consequences. The medical problems associated with these stressors, in the long-run, if unresolved or inadequately managed, can result in death. Consequently, these stressors have the most deleterious long-range effects that parents must confront.

Behavioral indicators of stress include ineffective resistance to stressful stimuli. These behavioral indications are observable by others. Among these observable or objective signs of stress are interpersonal indications, physical risk behavior, and work-related behaviors. Interpersonal indications include such behaviors as an increase in the number and intensity of arguments with family members and friends; increased irritability demonstrated in verbal and physically aggressive behavior; impatience with others; and aggression turned in upon the self; expressed through overworking, carelessness, procrastination, and hyperactivity; and excessive emotionality such as inappropriate laughing, crying, and sighing. Physical risk behaviors that can indicate stress include increased alcohol consumption; smoking; over- or undereating; increased use of medications such as analgesics, "downers," and "uppers;" changes in sleeping habits; and a decrease in exercise or a considerable increase or decrease in physical activity. Signs of work-related stress are increased absenteeism and tardiness, decreased work performance or professional competence, and impaired work productivity, creativity, and dependability.

It should be emphasized that the behavioral manifestations identified immediately above do not always and unequivocally indicate stress, unless they occur repeatedly, and increase in intensity and frequency in the relative absence of incapacitating physical illness.

Stage III – Development of a Stress Management Plan

After signs of stress have been identified and the source or sources of the stressor or stressors determined, the individual is ready to move to a management plan. An individual's particular stress management plan can utilize one or more of the effective techniques that follow: (1) relaxation exercises, (2) cognitive restructuring, (3) health habit changes, (4) positive addiction changes, (5) time management, and(6) obtaining social support or help from others.

One important technique in managing stress is acquiring skill in eliciting "the relaxation response," a mechanism that nature has provided to help one manage or resist inevitable stress. There are several methods of achieving the relaxation response. Meditation, autogenic relaxation, biofeedback-aided relaxation, and neuromuscular relaxation are all examples. One of the easiest programs for personal development is prescribed by Herbert Benson (1975). His focus is on muscle relaxation and can be applied at home, or at the worksite. The steps are as follows:

1. Sit quietly in a comfortable position.
2. Close the eyes.
3. Beginning at the feet and progressing up to the head, tense and then relax all of the muscles.
4. Breathe through the nose, becoming aware of the breathing. Inhale slowly and then exhale slowly. Repeat the cycle 10 to 15 times.
5. When finished, one should sit quietly for several minutes, first with the eyes closed and later with the eyes opened.
6. Practice the technique once or twice daily but not within two hours after any meal, since the digestive processes seem to interfere with eliciting the relaxation response.

It is desirable to know the signs of the relaxation response as well as the signs of stress. The relaxation response is characterized by (1) decreases in respiration rate, heart rate, muscle tension, and metabolism, (2) changes in blood chemistry and changes in blood flow–away from the skeletal muscles–resulting in a sense of warmth in the hands and feet, and (3) increased digestion.

Development of the ability to relax has short-range and long-term consequences. In the short term, relaxation increases one's ability to manage current stress, generates pleasant feelings of personal well-being, and frequently generates increased creativity and innovativeness. Long-range consequences of continued use of relaxation make parenting more satisfying and the home environment more conducive to positive child growth.

Of the several approaches to cognitive restructuring, one of the most effective elementary discussions is presented by Howard S. Young (1974) in *A Rational Counseling Primer*. He makes use of an A-B-C-D-E Model. *A* refers to activating events or experiences; *B* refers to beliefs, ideas, or thoughts about *A*; *C* is the consequence (emotional reaction) that stems not from A but from B about A; D refers to the necessity to dispute, debate, question, or challenge one's irrational beliefs (B); and E refers to the effects of disputing or debating or questioning or challenging one's irrational beliefs. B and E are the heart or core of the Ellisonian classic approach to cognitive restructuring.

Another stress management plan involves changing the parent's health habits. Changing one's health habits generally involve three processes. First, one can maintain those health-producing habitual behaviors already acquired; second, one can decrease those harm producing habits (for example, by reducing caloric or alcohol intake); and third, one can increase "good" health habits such as eating a balanced diet, and getting an adequate degree of physical exercise.

Simply intending to change one's health habits is inadequate in effecting change. Change can be facilitated by four activities: (1) recording the frequency of the occurrence of the habit, (2) setting realistic attainable behavioral goals, (3) reinforcing the occurrence of the new behavior by rewarding such behavior, and (4) evaluating and remaking the goals in line with realistic and attainable time.

Another strategy for stress management involves becoming positively addicted to a new activity. The concept of positive addiction is developed in a book with the same title by William Glasser (1976). Glasser postulates that certain physical or mental activities, when done regularly, become addictive in a positive way. Further, he believes that persons who are positively addicted can cope with stress and be successful in what they do. Activities such as running, meditating, riding a bike, or reciting psalms, when done regularly and chosen freely, can have a positive and soothing effect. Glasser feels anything a person chooses to do that meets the following six criteria contributes to positive addiction and will have a favorable impact on the individual. An activity can be addictive in a positive way if:

1. It is a noncompetitive activity to which one devotes about an hour a day.

2. It is easy to do and does not take a great deal of mental effort.

3. It can be done alone and does not depend on others.

4. The one doing it believes it has some physical, mental, or spiritual value.

5. The one doing it believes that he/she will improve as a result of performing the activity.

6. It can be done unaccompanied by criticism.

The parent must remain self-accepting during the time it is practiced or it will not be addictive.

Time management, the next stress management plan, refers to the processes of actively structuring one's time in ways that facilitate the reduction of stress and increase the probability that personal and professional goals will be attained. One can manage time by structuring one's own activities in ways that reduce the number of stressors that have to be confronted and by organizing one's day so that time remains to accomplish the essentials in day-to-day activities. One should observe several caveats in scheduling the time in one's day. One should not overload the schedule; overloading dooms one to failure. Further, one should schedule time for tasks that produce personal enjoyment. Finally, one should follow the schedule conscientiously.

The parent can join with others in stress-reduction efforts. One of the most effective methods is to develop a support system. Sharing the burden can be comforting. At times of serious threat, it is essential to discuss difficulties with one or more individuals in whom the person can have confidence and trust. An understanding but not unduly sympathetic confidant can help the parent put problems in proper perspective. The confidant can suggest solutions and help examine alternatives. Discussion helps the parent identify, clarify, and define the problem, even if nothing more concrete comes from the conversation.

The help of other professionals frequently assists the management of stress. Counseling; psychotherapy; or legal, economic, medical, and religious advice are often indicated as stress management techniques, for both preventive and curative purposes.

In developing a stress management plan, it is essential that one does not perseverate by following a habitual response that may or may not be effective. One way of eluding perserveration is the generation of several alternative stress reducing plans.

From among the various alternatives, it is necessary that at least one be selected for implementation. Selection of alternatives involves evaluation of all the alternatives that have been identified. There are at least three criteria against which each alternative must be judged.

These are:

1. The desirable and undesirable short-term consequences that are likely to emerge if the alternative is selected.

2. The feasibility of each alternative. Feasibility takes into consideration the individual's life-style, the likely degree of support from significant others and the likelihood of positive reinforcement from those societal elements with which the individual most strongly identifies.

3. The long-term probably effects of each alternative. The alternative which most closely meets the criteria is selected as the first-order stress management plan, while the "runner-up" alternative becomes the "back-up" plan.

Stage IV – Implementation and Evaluation

The next step in the model is implementation of the plan and its evaluation. It is a fact that unless a plan is implemented, it is completely without value, only something that might have been. Since one learns only what one does, action is a sine qua non if stress is to be managed rather than mismanaged.

Evaluation of the plan entails a determination of the degree to which resistance to stress has been increased by the activities implicit in the stress management plan. If physiological, psychological and behavioral signs of stress have decreased, the plan is effective. If these signs remain unchanged or worsen, reexmaination of the plan at each stage is required. The original plan as modified through the evaluation process, or the back-up plan, or a combination of the two is implemented instead.

Summary

There are no easy ways or simple solutions to the problems of life which cause undue stress and tension. Moreover, stress affects different people differently. Because some parents let the pressures "get to them" quicker than others, it is impossible to predict when a parent will become overburdened and fall victim to it. How stressfully a parent reacts to the environment is determined, to a large extent, by attitudes, values, personality, emotional development, and the ability to alter the influence of the environment through such factors as relaxation techniques, cognitive restructuring, health habits, positive addiction, time management, and a social support system.

Since stress is an integral and inescapable part of human existence, it is advantageous for the school to provide an educational program which teaches tension reduction strategies to parents. Coping techniques, such as those outlined in the paper, can greatly reduce tension and improve the quality of life for the child or children in the home. The school receives compensation for such training when the student or students manifest behaviors which are more acceptable and demonstrate increased academic achievement.

REFERENCES

Anderson, R.A. *Stress power*. New York: Human Sciences Press, 1978.

Benson, H. *The relaxation response*. New York: Avon Books, 1975.

Cooper, C.W., and Payne, R. *Stress at work*. New York: Wiley, 1978.

Ellis, A., and Harper, R.A. *A new guide to rational living*. North Hollywood, California: Wilshire, 1975.

Everly, G. S., Jr., and Girdano, D.A. *The stress mess solution*. Bowie, Maryland: Robert J. Brady Company, 1980.

Girdano, D. A., and Everly, G.S., Jr. *Controlling stress and tension*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979.

Glasser, W. *Positive addiction*. New York: Harper and Row, 1976.

Hollander, M. *Relaxation training for tension and stress reduction*. Pleasantville, N. Y.: Human Relations Media, 1980.

Levitt, E. E. *The psychology of anxiety*. New York: Bobbs-Merrill, 1967.

Selye, H. *Stress*. Montreal: Acta, Inc., 1950.

Selye, H. *Stress without distress*. New York: J. B. Lippincott Company, 1974.

Stress management model. Blacksburg, Virginia: Psychological Services Center, Department of Psychology, Virginia Polytechnic Institute and State University, 1978.

Young, H. S. *A rational counseling primer*. New York: Institute for Rational Living, Inc., 1974.

TITLE: COMMUNICATIONS SURVIVAL KIT
PUB. DATE: 1975
LENGTH: 41 PAGES
ERIC NO.: ED 162 240

Telling the guidance story is a continuous and dynamic process that requires well informed counselors equipped with broad communications skills and a commitment to promoting positive and effective public relations. The purpose of this survival kit is to assist counselors in planning, developing and implementing a public relations guidance program at the local school level. The three sections of the kit focus on:

(1) Whys and wheres of Guidance Public Relations -
    Why is guidance PR needed
    Why start now
    What is public relations
    Where to start
(2) Hows of Guidance Public Relations -
    Getting started
    Planning
    Identifying audiences
    Communicating face to face
    Publishing
    Preparing slide presentations
    Working with mass media
    Follow-through and feedback
(3) Help for Guidance Public Relations -
    People
    Publications

TITLE: DEVELOPING EFFECTIVE PUBLIC RELATIONS
AND
DEVELOPING EFFECTIVE PUBLIC RELATIONS. COORDINATOR'S GUIDE
PUB. DATE: 1976
LENGTH: 62 PAGES; 21 PAGES
ERIC NO.: ED 140 187; ED 140 188

This module and the accompanying coordinator's manual were developed to provide counselors and related personnel with both knowledge and skills for guidance-related public relations activities. The identified learning experiences, designed to increase knowledge of public relations and public relations sources, expertise in making presentations, and skill in making a public relations plan, have been organized into a workshop format lasting approximately six hours.

The workshop coordinator's role is defined from four aspects: setting the tone, setting the pace, facilitating discussion, and evaluation. Suggestions for preparing and presenting the workshop including the timing and directions for specific activities are included. Evaluation activities are incorporated in the workshop, and an extensive list of supplementary public relations activities is included in the appendix.

HUMAN RELATIONS SKILLS IN INDIVIDUAL INTERACTIONS FOR THE OCCUPATIONAL SPECIALIST

TITLE: LEVEL I HUMAN RELATIONS SKILLS FOR THE OCCUPATIONAL SPECIALIST WORKING WITH GROUPS.
AND
LEVEL II HUMAN RELATIONS SKILLS FOR THE OCCUPATIONAL SPECIALIST WORKING WITH GROUPS.
AUTHORS: NUTLER, JAUNITA, B; DAVID, THOMAS I; BOLAND , JEONNE M.
PUB. DATE: 1982
LENGTH: 65 PAGES; 45 PAGES; 57 PAGES
AVAILABILITY: DIVISION OF VOCATIONAL EDUCATION
DEPARTMENT OF EDUCATION
KNOTT BUILDING
TALLAHASSEE, FL 32301

The knowledge and use of basic human relations skills is crucial in any area in which people are being helped to make decisions and to deal with personal concerns. Indeed, human relations skills are important wherever and whenever people relate to each other.

It is very important, therefore, that occupational specialists have a working knowledge of fundamental human relations skills, in addition to a knowledge of jobs and job opportunities. It is no longer true (if it ever was) that occupational counseling is a matter of matching people and jobs. An individual's feelings, fears, hopes, and thoughts are all part of his or her job-seeking behavior. Only when these areas are dealt with as part of the occupational decision-making process can people be served fully. The purpose of these instructional modules is to help the occupational specialist to understand better how to use basic human relations skills with students and others with whom he or she may interact.

The need for self-instructional materials to provide competency-based training in human relations skills was identifies. Prior to the development of this modular series, no available materials in the area of human relations skills training addressed the particular needs of occupational specialists, although this type of personnel is frequently confronted with the need for human relations skills in working with students, administrators, parents, and businesspeople in the private sector. Therefore, it is anticipated that the instructional materials in this series will serve a timely need.

The modules included in this set address: (1) Human Relations Skills in Individual Interactions, (2) Level I Human Relations Skills, and (3) Level II Human Relations Skills. Each module specifically ties its skills to a vocational orientation and to the job setting of the occupational specialist.

When occupational specialists develop their abilities in the above areas, their job performance should be enhanced, and they should be better equipped to meet the needs of those whom they serve.

Since it is apparent that a great deal of the occupational specialist's job focuses on individuals, the first module of this three-part human relations series acquaints the occupatioal specialist with the skills necessary to work with individuals, It is recommended that you master this module before attempting to complete the modules on Human Relations Skills, Levels I and II. The purpose of this module is to help the occupational specialist interact effectively with a variety of students, teachers, co-workers, parents, and employers.

OBJECTIVES OF MODULE I

After having read resource materials, participated in simulated counseling sessions, and completed structured exercises, the occupational specialist will be able to achieve the following objectives:

1. Identify attending behaviors and non-verbal behaviors and give two examples of paralinguistic behaviors.
2. Identify vague and concrete statements and list three questions that can be asked to solicit more concrete information.
3. Describe empathic statements and list five rules for using empathy.
4. List five key elements of an initial interview.
5. Define self-disclosure, list four purposes of self-disclosure, and differentiate between appropriate and inappropriate self-disclosure, giving an example of each.
6. Define confrontation, differentiate between confrontation with empathy and confrontation with animosity, and identify the correct uses of confrontation.

OBJECTIVES OF MODULE II

After having read resource materials, participated in simulated couseling sessions, and completed structured exercises, the occupational specialist will be able to achieve the following objectives:

1. List, describe, and identify the three aspects of a communication.
2. Define attending behavior and give four examples of it.
3. Define and illustrate the two types of reflective behavior and list two major purposes of reflection of feelings.
4. Identify interpretation and describe why making an interpretation might make a person feel better.
5. List and describe the five steps in the negotiation process and identify important factors in that process.
6. List and describe five criteria of confrontation and identify aspects of confrontational messages.
7. Describe three guidelines for deciding when self-disclosure is appropriate and explain how self-disclosure can be used as a power tactic.
8. Identify criteria for the appropriate expression of feelings.
9. Describe why it is important to take ownership of your own thoughts and feelings and indicate the cause of emotional upset and disturbed thoughts.
10. Describe the kinds of information that should be placed in students' files, explain why the goals and procedures of exercises in human relations should be explained to all participants, and identify standards of ethical practice.

OBJECTIVES OF MODULE III

1. State the purpose of vocational group counseling and cite five advantages of using a group format in assisting persons with their vocational development.
2. Identify important factors that must be considered in designing a group and list five possible ground rules for a group.

3. Identify the four stages of group development and list two characteristic member behaviors for each stage.
4. Explain the difference between feedback and confrontation, list five leader interventions in which a leader "blocks" member statements, and list four leadership functions.
5. Explain the difference between group-building roles and individual roles, list four group task roles, and list four group-building roles.
6. Define antigroup roles, list three antigroup roles, and list three leader behaviors that are appropriate when problem members disrupt a group.
7. Identify five types of questions that an occupational specialist might ask to facilitate group discussion, list five exercises he or she might use with the group, and explain the purpose of each exercise.
8. List two special formats for vocational groups and four considerations to note when working with handicapped students in a group setting.
9. List two advantages of coleadership, two disadvantages of coleadership, and six steps to establishing an effective coleadership relationship.
10. Define ethical standards and give five examples of ethical standards for group leaders.

WORKING THROUGH THE MODULE

A flowchart is presented to help progress through the modules including the following steps: (1) after reading the prospectus (statement of module objectives), begin filling out the preassessment. This test will help select the needed enabling elements provided in the module; (2) discuss the results of the preassessment and the choice of enabling elements with an instructor or counselor before proceeding further.

A module work plan is included to assist activities planning and to provide a format for remembering ideas while working through the selected activities. A postassessment is provided after the last enabling element, as well as a bibliography of suggested resources.

TITLE: BASIC COUNSELING FOR PERSONAL CONCERNS
FOR THE OCCUPATIONAL SPECIALIST

BASIC PARENT COUNSELING SKILLS FOR
THE OCCUPATIONAL SPECIALIST

BASIC VOCATIONAL COUNSELING SKILLS
FOR THE OCCUPATIONAL SPECIALIST

AUTHORS: BURCK, HARMON D.; KELLY, DONALD F.; BOLAND, JEONNE, M.
PUB. DATE: 1982
LENGTH: 46PAGES; 44 PAGES; 54 PAGES
AVAILABILITY: DIVISION OF VOCATIONAL EDUCATION
DEPARTMENT OF EDUCATION
KNOTT BUILDING
TALLAHASSEE, FL 32301

The need for self-instructional materials to provide competency-based training in human relations skills was identified through needs assessment research conducted by a doctoral candidate with occupational specialists in the state. Prior to the development of this modular series, no available materials in the area of human relations skills training addressed the particular needs of occupational specialists, although this type of personnel is frequently confronted with the need for human relations skills in working with students, administrators, parents, and business people in the private sector. Therefore, it is anticipated that the instructional materials in this series will serve a timely need.

The modules included in this set address three areas of human relations skills: (1) Basic Personal Counseling Skills, (2) Basic Vocational Counseling Skills, and (3) Basic Parent Counseling Skills. Each module specifically ties its skills to a vocational orientation and to the job setting of the occupational specialist.

When occupational specialists develop their abilities in the above areas, their job performance should be enhanced, and they should be better equipped to meet the needs of those whom they serve.

The purpose of the first module is to introduce the occupational specialist to some of the more general and commonly used techniques and procedures for the kinds of counseling activities they may be called upon to perform. Of course, since learning to be a professional counselor takes at least two years of academic preparation, including many hours of supervised practice, training to that level is not intended here. The most that this instructional module could hope to accomplish is to acquaint occupational specialists with some counseling terminology and to assist them in the acquisition of basic counseling skills.

OBJECTIVES OF MODULE I

1. Define the counseling process and list at least ten characteristics of a good helper.
2. List two basic goals of the initial interview.
3. List five symptoms that may indicate severe mental illness.
4. List five basic principles that the counselor should follow when making a referral to another professional or an agency.
5. List the three most important ingredients of a facilitative counseling relationship.
6. List two reasons why structuring is useful in the counseling process.
7. List three criteria that should be met by goals set in the counseling process.
8. List four characteristics of a good contract.
9. List four principles to follow in order to terminate a counseling relationship in a professional manner.
10. List the eight steps in the empirical case study approach to the evaluation of the counseling process.

The ability of the occupational specialist to help parents help their children rests on an understanding of some basic concepts and ideas about children, their behavior, and parent-child interaction. Without these basic understandings, the occupational specialist would be able to operate on little more than a trail and error basis in helping parents to facilitate healthy personal and vocational development.

It has become increasingly apparent in all human service professions that the family unit, expecially the parents, plays a crucial role in the creation and maintenance of personal values and behavior patterns in children. This is especially true for the development of their attitudes toward work. For this reason, occupational specialists, along with all helping professionals, need to aid parents in the difficult task of encouraging their children to develop in healthy and appropriate directions.

The purpose of this instructional module is to help the occupational specialist to better understand the nature of children's behavior and the processes that both impede and facilitate the development of constructive attitudes and behavior patterns for work and life.

OBJECTIVES OF MODULE II

1. Identify three important work-related attitudes that can be strongly influenced by parents and explain what important influence parents lose when the parent-child relationship disintegrates.
2. Identify the goals and characteristics of children's misbehavior.
3. List and explain the steps involved in the assessment of a problem behavior sequence and describe typical parental reactions to misbehavior.
4. List two major problems associated with the use of punishment as a method of discipline and explain why parents use punishment so commonly.
5. Explain and give examples of natural and logical consequences and and list two guidelines to help parents apply these concepts.
6. Explain what is meant by encouragement, identify two self-concepts of a courageous person, and identify encouragement strategies.
7. List three categories of vertical communication, give an example of each, and identify characteristics of barriers to communication.
8. Define horizontal communication, explain the appropriate criterion for evaluating what a person does, and identify two categories of nonverbal interaction that can be considered horizontal communication.

The purpose of Module III is to assist the occupational specialist in understanding the complexity of the task and to facilitate the development of the skills and competencies needed to adequately provide vocational counseling.

OBJECTIVES OF MODULE III

1. Define vocational counseling and describe the role of the occupational specialist in providing vocational counseling.
2. List two major categories of theories that explain career choice and describe an example of each.
3. Describe three essential qualities of a vocational counselor and explain why these qualities are important.
4. List the four parts of a counseling session and describe two behaviors the occupational specialist should practice in each part of the session.
5. Discuss vocational counceling strategies to use with vocationally undecided students and with students who have tentative vocational choices and describe two games students who come for vocational counceling may paly.
6. List the three steps in the decision-making process and explain the importance of this process.
7. Identify special considerations in counseling with women, handicapped persons, and minority students.
8. List three advantages of the short-term contractual approach to vocational counseling, six ways to gather information, and one purpose of the case conference approach.
9. List three kinds of resources used by occupational specialists and explain why resources are important.
10. Describe the four parts of an Individualized Written Professional Development Program.

WORKING THROUGH THE MODULE

A flowchart is presented to help progress through the modules including the following steps: (1) after reading the prospectus (statement of module objectives), begin filling out the preassessment. This test will help select the needed enabling elements provided in the module; (2) discuss the results of the preassessment and the choice of enabling elements with an instructor or counselor before providing further.

A module work plan is included to assist activities planning and to provide a format for remembering ideas while working through the selected activities. A postassessment is provided after the last enabling element, as well as a bibliography of suggested resources.

NATIONAL DIFFUSION NETWORK (NDN) PROGRAM

PROJECT: DEVELOPMENTAL PLAY (DP) A Validated Pupil Personnel Demonstration Project

A training program for adults who wish to work with young children in a relationship-focused activity-based intervention program.

TARGET AUDIENCE: Approved by JDRP for small groups of children ages 2-6 with learning and social behavior problems. This program may offer greater potential for larger groups of normal children ages 2-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION: Developmental Play is both a relationship-focused activity-based intervention program for young children and a training model in child development and behavior for college students, pupil service workers, teachers, parents, and paraprofessionals. Although the focus is on play and not school work, it is a structured program in which participants (first child-to-adult and then child-to-child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and to express their feelings. When successfully implemented, the program creates the atmosphere of a large family whose members experience warmth, caring, and the openness with each other.

Small groups of children meet together with the same number of adults. Each child is assigned to one specific adult who becomes that child's parent for that hour. The goal is to stimulate an attachment relationship between the adults and children just as "good" parents become attached to their children. The rationale is that through this attachment process the child learns the basics for being able to learn "reading, writing, and arithmetic" in a school setting.

Weekly sessions are divided into three parts: individual child-adult play, circle time for group activities, and juice time for closure. Supervision if provided for participating adults to help them analyze their experiences with the children.

EVIDENCE OF EFFECTIVENESS: Children participating in the DP program one hour per week for a minimum of five months made gains in intellectual functioning as measured by the Wechsler Intelligence Scale for Children. Children in control groups did not make gains.

IMPLEMENTATION REQUIREMENTS: Internship training for people with backgrounds in psychology, social work, early childhood education. Follow-up visits to sites. Follow-up and advanced training for leaders. On one level, the DP approach can be utilized as an enrichment program for whole classes K-3 by using the "Circle Time" activities. It is primarily a training program that requires intensive training for the adult leaders.

Contact the project about available training and other services.

CONTACT: Ralph E. Bailey, Director
Pupil Personnel Services Demonstration Project
All Children's Hospital
801 Sixth St., South, St. Petersburg, FL 33701
(813) 822-0158 or 442-1171.

Developmental Funding: USOE ESEA Title III JDRP No. 74-116
Approved: 12/6/74 Compiled Summer 1981

V. CONSULTATION

A developmental guidance and counseling program emphasizes counselors, teachers, administrators, and parents working together; central in this relationship is the consultation process. In an effective program the counselor will act as counselor-consultant.

While personal counseling is an accepted counselor function in schools, consultation is not. Some have argued that a counselor can only lose valuable time in the consulting role, time better spent with students. Others point out that true change is more likely to occur through changes in the environment, i.e., a child's behavior will change through behavior changes in the significant adults in the child's life. If this is true, then consultation should be a fundamental function of all school counselors.

In the consulting role the counselor will work with teachers, parents, educational specialists, and administrators in the areas of student understanding and student management. Child study groups and curriculum committees will make use of the counselor's knowledge. Consultation then is a major function of counselors and will become even more significant in the future.

TITLE: CONSULTATION AS A COUNSELOR INTERVENTION
PUB. DATE: 1977
LENGTH: 122 PAGES
ERIC NO.: ED 137 716

The goal of this monograph is to provide the working counselor with practical and immediately adaptable consultation techniques. In defining this emerging counseling role a distinction is made between counseling and consultation; the primary differences are in the focus of discussion and the kinds of relationships that are developed. In the counseling relationship the counselor focuses primarily on the counselor; in the consultation relationship the counselor assists the teacher (administrator, parent) to talk about feelings, self-perceptions, personal problems only as they relate to an external unit--the student, colleague, principal or classroom strategy.

Three types of consultation are described: (1) crisis-consultation (a hurry-up and fix-it situation); (2) preventive-consultation (carefully thought-out and planned strategies are developed to intervene in a potentially difficult situation); and, (3) developmental-consultation (focusing on facilitating a positive climate for learning and growth).

Steps for initiating the consultation process, definition of the consultation helping relationship, and description of the consultation-communication process are each delineated in separate sections. Additional chapters focus on:

Individual and Group Consultation
Theoretical Considerations
Teacher Consultation
In-Service Training as Teacher Consultation
Guidelines for Developing an In-Service Workshop
A Communication Workshop for Teachers
Parent Consultation
Future Trends
Consultation and Research
Pitfalls in Consultation

A systematic approach for consultation, involving seven steps or stages, is also presented. That section is reproduced on the following pages.

Steps and Stages in the Consultation Process

While communication and the mutual alignment of goals are important aspects of the consultant function, consultation can be viewed as involving certain steps or phases. Lippitt (1959) was one of the first to examine the different phases of the consultation process. He identified seven phases which help bring about change:

1. The development of a need for change.
2. The establishment of a consulting relationship.
3. The clarification of the client's problem.
4. The examination of alternative solutions and goals.
5. The transformation of intentions into actual change efforts.
6. The generalization and stabilization of a new level of functioning or group structure.
7. The achievement of a terminal relationship with the consultant and a continuity of change ability.

The assumption here, of course, is that the consultee learns to acquire new procedures and methods for adapting to change and that a systematic consultation procedure can affect a total organization or system. Schein (1965) suggested a similar six-stage process.

Lauver (1974) described what he called a "systematic approach" to consultation. The approach consisted of seven steps, and these were identified as:

1. Identify the problem.
2. Identify a desirable outcome in operational terms, terms

that will allow you to know whether the outcome has been achieved.

3. Observe the situation for relevant information.
4. Identify behaviors and events that encourage and discourage students.
5. Devise a plan around these behaviors and events.
6. Try out the plan.
7. Observe the results and compare what has happened with what was desired.

Such a structured approach can be helpful. It gives direction and incorporates specific activities and an evaluation of outcomes.

Another attempt at identifying significant aspects of communication in the consultation process has been outlined by Myrick (1971) and Wittmer and Myrick (1974).

A Systematic Approach for Consultation

Recognizing that a systematic approach can be helpful, the following seven steps are suggested as one way of approaching the consultation process. In each of the seven steps, particular attention is also given to the consultant's behavior or focus.

Step 1: Identify the Problem

The first step in any kind of consultation is to identify the problem or concern. This sets the process apart from other kinds of conversations and gives direction to the discussion. In this first step, the consultant should be a listener. Regardless of the problem presented, which may not be the one that eventually will receive special attention, the consultee needs to talk out or "get out" feelings and impressions about the situation. This represents a cathartic experience for the consultee and is necessary if a more rational approach to the problem is to be developed later. It also helps the consultant to establish the conditions of a helping relationship (e.g., understanding, regard, warmth and caring). The more intense the crisis, the more important it is to establish the helping relationship and help the consultee to vent feelings. Time for this experience is proportionate to the nature of the problem and the intensity of the emotions.

In the following excerpts, taken from an actual consultation transcript,* an elementary school teacher is assisted to talk about the problems she faces in her classroom.

Counselor: I wonder if you could describe the situation and help me get an idea of some of the things that are happening.

Teacher: You name it and it's happening. These kids are about to drive me crazy!

Counselor: You've about reached the end of your rope with them.

Teacher: You'd better believe it! That's why I told Mr. Brown (the principal) this morning--either those boys get suspended or I'm going to take sick leave for the rest of the year!

---

* The author is indebted to Mike Barnett, Counselor, Marion County Schools, Ocala, Florida, for the consultation transcript.

C: It sounds like you are really fed up with the whole situation.

T: I am fed-up with the whole mess! I shouldn't have to put up with this kind of stuff every day. I am supposed to be a teacher and not a prison guard!

C: It doesn't seem fair to you.

T: It sure doesn't. It is about time something was done about those boys...and all the stuff they do all day!

C: I wonder if you could share with me some specific examples of some of the things that the boys do.

T. Well, take Bob, for example, he hasn't done any work all day. He has spent the whole day fooling around. The other kids see him doing it and they think, "Hey, if he can do it, so can I." And that gets everybody started! Next thing I know, everybody is fooling around.

C: So he starts something and then everybody is doing it.

T: That is exactly what happens. It's hopeless. I can't spend all morning trying to keep him from messing around and at the same time trying to teach all the other kids subject matter.

C: It really seems like an impossible thing to do.

T: What makes it worse is that he is not the only one. It is all four of them! And that is not the only thing that they do.

C: What are some of the other things the boys do that bother you so much?

T: O.K. For example, take yesterday afternoon. We were just starting to do our reading workbooks and Tommy...

(At this time the counselor begins taking notes and listens for specific behaviors of the children which seem to run through the teacher's comments.)

C: (Later) Let me see if I understand what you've said. The boys bug you the most with things like refusing to do their work, wandering off when you send them on errands, clowning around, and when one of them starts something the others pick up on it too.

T: That's it in a nutshell!

Step 2: Clarify the Consultee's Situation

An analysis of conversations between most people shows that talk is rapid and several ideas are introduced in a brief period of time. Ideas are not necessarily linked together logically. Rather, it is quite common for people to string together several ideas and occasionally digress to include some irrelevant information. The counselor consultant cannot and should not respond to everything. It is essential that the consultant be a selective listener and, through appropriate consultant leads, encourage the consultee to be more systematic in discussion of the problem.

More specifically, the consultant should selectively listen for and encourage talk about: a) feelings of the consultee, b) specific behaviors which have influenced the consultee's ideas and conclusions,

c) what the consultee seems to expect in the situation, d) what the consultee has already done up to this point in time, and e) positive attitudes and behaviors that are already present in the situation.

In the case of our teacher, the counselor consultant prepared a list of six specific problem behaviors mentioned by the teacher in the first session. Those behaviors were placed on a chart with a rating scale from 1-5 (see Figure 3).

Figure 3. Classroom Behavior Rating Scale

	5 Always	4 Usually	3 Some-times	2 Rarely	1 Never
1. Draws inappropriate attention to self (e.g., makes loud noises, clowns, etc.)					
2. Refuses to do what is asked (e.g., gets out of seat, is noisy, etc.)					
3. Completes assignments					
4. Mimicks other children's inappropriate behaviors (e.g., chain reaction effect)					
5. Returns from errands in acceptable time period (e.g., doesn't wander off, etc.)					
6. Is disrespectful (e.g., uses profanity, argues)					

In the following excerpts taken from the second meeting the counselor consultant is attempting to clarify the consultee's situation and identify some target behaviors.

C: These are the things that we talked about last time, things that we might want to focus on. I wonder if we might be able to rate each of the boys in terms of how often each of them does each of these behaviors.

T: That is really hard for me to do because these are all tied in with each other. They might do one of these one minute and one of the others the next minute.

C: It is really hard to separate them like this.

T: It is really hard to separate them. For instance, Bob might be doing number 1 while Tommy would be down here doing number 4... And one of the others is down here doing this one. These are typical things that are going on all the time, but...

C: But they are all jumbled up together.

T: That's it!

C: That's really the reason that I separated them like this. That way we can focus on specific things instead of trying to focus on everything at one time.

T: What makes it so hard for me is that I am trying to teach subject matter. You have got to remember that. I can't focus on behavior at the same time I am trying to teach reading or math. Do you see what I mean?

C: You're saying that these are so tangled up and that you don't have much time.

T: Yes, I just don't have time to do all this. It would be really difficult to do this. These are just things that they do all the time every day.

C: So all of them do all of these things all the time.

T: Yeah. That's it. Like returning from errands. If I didn't get on them every day all the time they would never come back.

(At this point, the consultant realizes that the consultee is defensive in recording baseline data for the problem behavior, and the conversation moves away from the inventory and back to clarifying the behaviors in the classroom and the teacher's reactions.)

C: (Later) It seems from what you have said that maybe this (points to #1) and the mimicking thing are what you see as maybe the key things. I am wondering if it might be better for us to just pick one or two of the key things that we might want to work on and like you said maybe the other things will fall in.

T: O.K. Let's say that we pick number one. What are you going to do about that? How are you going to cope with that? What would you suggest we do?

Step 3: Identify the goal or desired outcomes

Goals can be general or specific. A general goal might be, for example, to help improve a child's self concept. A specific goal related to that general goal might be: to help the child be able to list at least three positive characteristics about self that would make him/her a valuable friend. The more specific goal is stated in behavioral terms and can be observed. A series of such behavioral outcomes might lead to the accomplishment of the more general goal. In the example of our teacher, a general goal might be to help improve the learning climate in the classroom, or to help the students adjust to the classroom situation. A specific goal might focus on particular student or teacher behaviors, such as completing assignments, starting work without additional directions or encouragement, attending to assigned work, raising the hand to signal a willingness to participate in discussion, and so forth. It is usually more effective to set goals that can be operationally defined, that are positive, and that call for the student to do something, rather than to request obedience or that the student not do something (e.g., "Don't interrupt others when they are talking," can become, "Each one can have a turn. Raise your hand when you want to participate.")

Goals need to be arrived at and agreed upon together and as part of the consultation process. While counselors often listen to children and use methods that lead to more self-understanding and more effective decision-making, work with parents and teachers often deteriorates into mere advising and reassurance. The counselor consultant needs to call upon the very best communication skills with teachers as well as children. The consultant needs to be selective in the kinds of responses that are made to a teacher in order that a more systematic approach to the problem can be developed.

In general, it is usually best to avoid rushing in with advice or favorite recipes for change. Teachers are somewhat suspicious of specialists and have reported, "Their advice never seems to work," "They don't seem to understand the situation," or, "They have some great ideas, but they are not very practical; and they are difficult to put into practice when you are working with thirty children." As a general rule, almost all people tend to resist advice and usually respond with something like, "Yes, but..." or, "I see what you mean, however...." After acknowledging the advice, the tendency is then to be defensive, present another point of view, or give reasons why the advice is inappropriate or won't work.

The consultant should also avoid early interpretations of behavior. Unless s/he feels that it is going to benefit the teacher's immediate overall perception of the child or help modify teacher behavior in the immediate future, interpretations are best offered at a later time. Interpretations can be helpful when they are viewed as part of a rationale for a plan of action, but, like advice, interpretations have led to complaints by some teachers who think they are being given a textbook diagnosis: Billy has a poor self concept and needs tender loving care; Joan comes from a broken home, and it is understandable why she would seek so much of the teacher's attention; David is a hyperactive child, and that is the reason why he can't sit in his seat.

Instead of premature advice or a classic interpretation, the counselor might first reflect feelings of the teacher and clarify ideas so that the teacher is encouraged to present all aspects of the problem. These will include the angry feelings and negative perceptions of the child. Responses such as, "Billy has really upset you today," and, "You are feeling frustrated after having tried so many things." Or, "I can sense your concern for him," and, "You really like him even though he is causing you a lot of problems now," tend to communicate empathy, respect, regard, and the other helping conditions, which is what the teacher most likely needs in the beginning.

It is important that the consultant clarify the child's behavior which has lead to the teacher's inferences, especially if the teacher says something like, "This girl is disturbed and needs help," or, "She is a lazy child and gets into trouble all the time." What behaviors have led the teacher to conclude that the child is lazy? In trouble all the time? These behaviors not only serve as an indicator of the problem, but they can be useful in measuring change. By identifying those specific behaviors that are desired or which seem more appropriate, goals can be established.

It is also effective to acknowledge or reinforce positive feelings, attitudes, and behaviors which are an important part in the learning process. Most teachers need reassurance that they have been doing something right to help the child and that they have not been totally inadequate. Statements like, "You know, I can tell that you were really irritated, but you were able to refrain from embarrassing him in front of the class, and this probably avoided his making an even greater disturbance." Or, "Although he can be lazy and uncooperative, you think he has a sharp mind and is capable of doing the work." These kinds of responses focus on the positive and set the tone for developing a plan which will meet the needs of the child and the teacher.

In our illustration, the teacher has requested the counselor to tell her what to do. Rather than rush in with advice, the consultant again encourages the teacher to talk and helps her focus more on what has already been done. Why suggest ideas if the teacher has already tried them? More important, when the teacher talks about what has already been done, the consultant can learn how resourceful the teacher is and how certain methods have been applied.

C: Well, let me ask you. What kinds of things have you done so far?

T: Mmmmmmm! Well, we have opened it up for a rap session. A discussion with the whole class... (The teacher then describes this method of dealing with the problem.) I try to make them see their mistake instead of my just telling them.

C: Trying to get them to have their own insights.

T: That makes them think about it.

C: You are saying that you have found that to be pretty effective.

T: Usually it is. (Teacher goes on to describe more of the process used for discussions, and then describes the use of punishment and peer pressure.) The kids have given me a lot of things to do. Like, "I think he should be put outside." They will say, "We are trying to do our work and we don't want him in here." "He is bothering us."

C: You've used peer pressure and found it to be effective.

T: Yes, and the kids have also recommended isolation... (Teacher explains types of isolation she has used.)

T: Also, I had two means of punishment that I used in my class that were taken away. The principal gave the word that we were forbidden to do it because somebody took advantage of it. (Teacher then describes the use of tying children in their seats to get them to sit down and placing paper bags over their heads to get them to stop talking.)

T: The principal called us all in and said, "I know some of you use this method (tying down) but it will be used no more! Don't ever do it again."

C: So that's out.

T: The other thing was used to cut down on their talking. I had two great big grocery bags that I wrote "SHHHHHHHHHH" on. We decorated them, and when two kids couldn't control their talking, I would get the two thinking hats and tell them that they had to sit there and think for five minutes about what they were supposed to be doing. That worked miracles! Then the principal came in and said, "I hear you are putting bags over their heads. Don't do it anymore." I tried to explain how I did it, but he would not even listen.

C: So those are two things that you can't do.

T: That's right.

C: Well, of all the things that we have talked about today, which seem to be the one or two things that we might want to focus on?

T: Well, it has to be number one (drawing inappropriate attention to self). The other main one would be this one--completing assignments. Those seem to be the key things.

Step 4: Observe and record relevant behaviors

It is helpful to observe and collect information (baseline data) which will describe existing conditions. Progress is hard to assess if one doesn't know the starting point. Some counselor consultants have found it effective to develop target behavior charts, based on what the consultee tells them. That is, the specific behaviors are identified and listed. The teacher then records the perceived frequency of those behaviors. If a plan for direct observation and recording is available, that is even better. But a teacher report of the perceived frequency of a behavior is better than nothing and takes very little time. It also highlights the problem areas and gives attention to the causes which account for the teacher's discontent. Sometimes before this step is taken, a teacher will be generally aware of an unpleasant situation but be unable to account for the behaviors that are contributing to it. When first exposed to the chart of behaviors, treatment has already begun through increased teacher awareness.

In our case, six behaviors were drawn from the discussion with the teacher. These were listed (see Table 1) and rated.

Step 5: Develop a Plan

Many writers have recommended that the consultant and consultee develop a plan of action together. Although it is the responsibility

Table 1. Pre and Post Ratings of Classroom Behavior

	Bob		Mike		Jeff		Tommy	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Draws inappropriate attention to self	5	(4)	5	(4)	5	(3-1/2)	5	(2)
2. Refuses to do what is asked	5	(4)	5	(4)	5	(3)	5	(2)
3. Completes assignments	1	(2)	1	(2)	1	(3-1/2)	1	(4)
4. Mimicks other children's inappropriate behaviors	5	(4)	5	(4)	5	(3)	5	(3)
5. Returns from errands in acceptable time period	1	(2)	1	(2)	1	(3)	1	(3)
6. Being disrespectful	5	(4)	5	(4)	5	(4)	5	(3)

5	4	3	2	1
Always	Usually	Sometimes	Rarely	Never

of the consultee to take the major role in carrying out the plan, a mutually agreed-upon course of action can be a valuable step in the consultation process. In this instance the counselor consultant is helping the teacher look at some possible strategies:

C: We have narrowed down the things that we might want to focus on to these two: drawing inappropriate attention to self and completing assignments. I would like for us today to spend some time looking at some different ways that we could go about trying to stop or change these kinds of things. Why don't we just take one of these at a time? What kinds of things have you tried already that have or have not worked well?

T: I have tried so many things. Nothing seems to be working with these boys other than if you can get their parents in for a conference. That's my first move. I try to talk to the student first--to try to make them see right from wrong. If it persists, then I ask for a parent conference. That is what I am doing right now with Danny. His father was in again this morning. (Teacher goes back to talking about the children and the use of isolation.)

C: It sounds like, from what you have said, that the isolation thing just isn't practical in this situation. There is no place to put them.

T: I can't put them together. They are scattered.

C: So they are as isolated from each other as they possibly can be.

T: As much as I can possibly get them in a class this size. There are only four corners, and I am in one of them and I have one of them in each of the other corners. (Conversation then focuses on other strategies.)

T: Now, we were talking about you walking through the class. When I say walk through, that's from 9:00 to 11:30. It's when they are actually doing their most work, and so to have someone just walk through and check on them, to let them know that they are going to be checked on, is to me one of the most helpful things.

C: So you see having someone else, like myself, come in, walk through and spend a few minutes, as really effective...

T: It is a great way to keep them in order. That is what they have to have. They have to have someone constantly pulling them back in.

C: Just to have someone come in and help bring them back from wherever they are at the time.

T: Right, just go in and pull them back. They have no self control. This morning I had my aide help. (Discussion focuses on other strategies.) I told him we didn't want him in here if he wasn't going to work. Then the kids picked it up. "Right, Bob, we don't want you in here if you are going to bother us. You are just acting like a baby."

C: The kids are pretty fed up with him, too.

T: Yea, and that really got him upset. He tried to get back at them. See, now his peers are telling him that they are fed up--here is your peer pressure again.

C: So peer feedback and the peer pressure seem pretty effective.

T: Yes. I have had good results with peer reactions. But you have to keep it controlled, because they can be cruel. I want them to be corrective and not cruel. There is a difference.

C: You want to avoid it becoming harsh, but you can still use it as a tool.

T: Right, that's absolutely right. Well, is there anything else here?

C: I am just wondering if there is anything else--other things that we might be able to work on?

C: Well, it seems that we have a pretty good list of things. (Counselor looks at notes.) I have listed parents coming in and parent follow-up. I also have getting the kid to understand exactly what he is doing, feelings, behaviors, and the consequences of behaviors. And then I have the walking through, with my coming in and spending a few minutes, helping them stay or get back on task. I have also listed the use of peer pressure, talking to the whole class and trying to explain to everybody. I wonder, are there any of these which you feel would be the most effective and the most appropriate that we could use to attack these two problems?

T: Oh, I still think the walk through.

C: That's the main one.

T: Right.

(Counselor and teacher then discuss how this strategy might best be used.)

Step 6: Initiate the Plan

After collaborating on a plan of action, initiate the plan. Sometimes it is helpful if a time schedule is established, which involves an extra commitment by both the consultant and the consultee. The schedule should provide a target date when the plan will start (considering time for collecting baseline data, if they are not already available, and any other observations that might be appropriate) and a follow-up date when the consultee will meet again with the consultant.

Step 7: Follow-up

A consultee who has invested time and energy in a plan wants an opportunity to talk about the process and results. Talking about any progress that is being made can be stimulating and reinforcing. Working through the problems that have emerged is supportive and encouraging. It prevents the consultee from feeling alone or out on a limb. In addition, when behavioral charts are used, follow up activities can confirm whether the plan is working or changes need to be made.

C: I am really curious to hear exactly what you did this morning when you gave them the free time for doing their work.

T: Because they had been good little workers, I told them I would give them a little break after music. They had all brought their gloves and bats--they are getting ready for Little League. They had brought them yesterday; but because they were not good workers and because they were noisy, I would not give them a free period. So today they earned it and they got it. And they realized that, see?

C: Yeah. I am wondering if that is something that we can work on, because they really like the free time concept--if you work, then you get free time--is that something we could work in more often?

T: That is something that I have used all year and they know it. If they don't work, they don't get it.

C: I am wondering if there is any way that we might work that in so it will happen all the time--so that we can keep them at a high level or working.

T: Well, I already do that. We do that the last 30 minutes of the day. I do that. With games like bingo. I hold them back just for special times.

C: But I am wondering if it would be possible to work some things like that into this 9:00 to 11:30 time, because, like you said, that is the peak time for them to work and to act out.

T: No way! There is no way for me to work it in there. I have so many reading groups and individualized study.

(The teacher discusses some other rewards that are used, but she continues to view them as something that can only be given at the end of the day [the last half-hour] or at the end of the week [Friday afternoon]. The consultant suggests that the rewards might be given more frequently, as part of the regular curriculum. The teacher decides to try this, and in a follow-up session reports more success.)

T: It breaks it up. Like this morning they got a break because they worked extremely well, so I followed through. They just have to earn it.

C: If they work, they get it; if they don't work, they don't get it.

T: Right! It is cut and dried. You can draw the parallel to their parents. I tell them "If your father works, he gets a pay check." (Teacher goes on to focus on specific children.)

C: From what I've heard, the combination of all the things that we are doing--my coming in in the mornings, your breaking the time up, rewarding them for work, talking with the parent.... It seems like the combination of all those things is having an effect on them.

T: Right.

C: I am wondering about the way we are approaching it. Would like you like to continue with it?

T: Good. Right. Come back.

C: So we will continue with what we are doing right now.

T: Right. I think we are doing the right thing.

C: You're satisfied with the way things are going now.

T: Yes.

C: Let's spend a few minutes looking at this again (the rating sheet). Have you seen any changes in any of the boys?

T: In Tommy. Definitely in Tommy!

C: Positive kinds of changes?

T: Positive! Definitely positive! He stays in his seat much more. He is really a sweet little boy. He doesn't have this meanness in him that some of the others seem to have. And Tommy has really come around.

C: He has really come around.

T: Yes, he is really trying. He hasn't been mean or ugly or nasty. He hasn't abused his right to go to the bathroom. All the difference in the world!

C: So he seems to have changed a lot.

T: Yes, his whole attitude has changed. We did some work this morning and I was testing him individually and he got every one of them right. He saw himself achieve that star over there. Now, that's progress!!! And I bragged on him and that he accomplished something.

C: He was really proud of himself.

T: Yes, he really was.

C: How would you place him in regard to this chart? As far as completing assignments, we had him at "never." And as far as drawing inappropriate attention to self, we had him at "always."

T: Right, but I would really change him now. He has come up so much in this two weeks time. He has really come around. I'd place him at "usually" right now for completing his assignments. He is really following through. Not always, but usually.

C: Great. That's fantastic!

T: I am really happy about his progress.

C: How has he been in terms of drawing inappropriate attention?

T: Improved, much improved!

C: Much improved.

T: Yes, for example, he turned around to Bob this morning when Bob was messing around and said, "Oh, Bob, why don't you stop trying to show off and trying to get everybody to watch you?" Now that shows recognitition that he knew that Bob was just trying to get attention all the time.

C: He can see what's happening.

T: Now, how would he recognize that if he wasn't improved?

C: So he has come around on that item too?

T: I would say he has improved a lot.

C: O.K. On that one we had him as "always" doing it. Where would you put him now?

T: I would say "rarely."

C: O.K. That's fantastic. It really helps to see progress.

T: It sure does!

C: I wonder if we might be able to focus on the rating sheet again and do with each of the boys what we did with Tommy.

T: Well, let me see. For sure, Tommy is the most improved by far in all areas. Jeff is improved in many areas but now quite as much as Tommy. Mike and Bob are better than they were but...

200

C: But, they haven't improved as much as we would have liked them to?

T: Yes, that's right. And they haven't improved as much as Tommy or Jeff.

C: Let's spend some time rating each of the boys on each of the behaviors to see if we can determine where they are now in relation to where they were when we first started with them.

T: O.K.

(Teacher and counselor then rate each boy on each behavior. See Table 1 for summary.)

C: (Later) It seems from what we have here that each of the boys is at least a little better behaved than when we started with them.

T: Absolutely! Anything is better than how they were before.

C: It is really pleasing to see even small improvements.

T: It certainly is!

This particular case involved five regularly scheduled meetings in which the counselor consultant and teacher met to discuss student behavior and classroom procedures. In addition, the counselor talked briefly with the teacher on different occasions in the classroom, hallway and lunchroom. It is doubtful that the same progress could have been made, however, if the counselor had relied only on chatty conversation or hallway consultation.

Consultation takes time. It takes planning and needs focus. It involves a commitment. With the exception of the follow-up stage, it is possible to accomplish in a single session all of the other six consultation steps outlined above. This requires, of course, a readiness to work. It takes a consultant who is skilled at building confidence and trust in a helping relationship, one who can draw out ideas and who is sensitive to feelings. It takes someone who is adept at pacing the interview so that each component of the consultation model is given adequate attention, although the steps may not be sequential. The speed at which the consultation process moves also depends upon the personalities of the consultant and the consultee--their openness, ability to conceptualize and verbalize, and energy level.

Some people move at a faster pace than others. They grasp the meanings more quickly and can see immediate implications for their work. Their kind of personality enables them to adjust, to be flexible, or to try new ideas with a minimum amount of clarification or encouragement. These are, usually, people who experience themselves as being capable and who possess strength and confidence from past successes.

Others need more time and the patience of a consultant who senses how difficult the change process can be for them. These people need more support, and their progress usually comes in smaller steps. Regardless of style of personality, however, a systematic approach with all consultees, no matter how much time is available, has a higher probability of success than attempts by the consultant simply to be a good listener and then offer a few tried and tested behavioral recipes (Gumaer & Myrick, 1976).

References

ACES-ASCA Joint Committee Report on the Elementary School Counselor. In Don Dinkmeyer (Ed.), *Guidance and counseling in the elementary school*. New York: Holt, Rinehart and Winston, 1968.

Alterkruse, M. & Hume, K. E. Counseling and consulting: Complimentary functions. *Elementary School Guidance and Counseling*, 1970, *5*, 3-11.

Anderson, E. C. Counseling and consultation versus teacher consultation in the elementary school. *Elementary School Guidance and Counseling*, 1968, *3*, 276-285.

Arbuckel, D. The school counselor: Voice of society. *Personnel and Guidance Journal*, 1976, *54*, 426-430.

Bender, D. Counseling, consulting, or developmental guidance? Toward an answer. *Elementary School Guidance and Counseling*, 1970, *4*, 245-252.

Brown, D. & Brown, S. T. *Consulting with elementary school teachers*. Boston: Houghton-Mifflin, 1975a.

Brown, D. & Brown, S. T. Parental consultation: A behavioral approach. *Elementary School Guidance and Counseling*, 1975b, *10*, 95-102. (ERIC: EJ 129 111)

Brown, D. & Srebalus, D. J. *Contemporary guidance concepts and practices*. Dubuque, Iowa: William C. Brown, 1972.

Caplan, D. *Concepts of mental health and consultation*. Washington, D.C.: Children's Bureau, U.S. Department of Health, Education and Welfare, 1959.

Caplan, G. *The theory and practice of mental health consultation*. New York: Basic Books, 1970.

Carlson, J. (Guest editor of special issue on consultation.) *Elementary School Guidance and Counseling*, 1972, *7*(2), 81-172.

Carlson, J. Case analysis: Parent group consultation. *Elementary School Guidance and Counseling*, 1969, *4*, 136-141.

Christensen, O. C. Education: A model for counseling in the elementary school. *Elementary School Guidance and Counseling*, 1969, *4*, 12-19.

Christensen, O. C. Family education: A model for consultation. *Elementary School Guidance and Counseling*, 1972, *7*, 121-129.

Couchman, R. & Golombek, H. Psychiatric consultation in a school counseling department. School Counselor, 1971, 19, 38-42. (ERIC: EJ 043 744)

Dinkmeyer, D. The "C" group: Focus on self as instrument. Phi Delta Kappan, 1971a, 52, 617-619.

Dinkmeyer, D. The counselor as consultant: Rationale and procedures. Elementary School Guidance and Counseling, 1968, 3, 187-194.

Dinkmeyer, D. The counselor as consultant to the teacher. The School Counselor, 1967, 14, 295.

Dinkmeyer, D. A developmental model for counseling-consulting. Elementary School Guidance and Counseling, 1971b, 6, 81-85.

Dinkmeyer, D. The parent "C" group. Personnel and Guidance Journal, 1973, 52, 252-256.

Dinkmeyer, D. & Caldwell, E. Developmental counseling and guidance: A comprehensive school approach. New York: McGraw-Hill, 1970.

Dinkmeyer, D. & Carlson, J. Consulting. Columbus, Ohio: Charles E. Merrill, 1973.

Dinkmeyer, D. & McKay, G. D. Leading effective parent study groups. Elementary School Guidance and Counseling, 1974, 9, 108-115.

Dinkmeyer, D. & McKay, G. D. Systematic training for effective parenting (STEP). Circle Pines, Minnesota: American Guidance Service, 1975.

Driekurs, R. & Soltz, V. Children: The challenge. New York: Meredith, 1964.

Dustin, R. The counselor as a behavioral consultant. Elementary School Guidance and Counseling, 1972, 7, 14-19. (ERIC: EJ 065 678)

Eckerson, L. O. & Smith, H. S. Elementary school guidance: The consultant. School Life, U.S. Department of Health, Education, and Welfare, Office of Education, 1962.

Engelhardt, L., Sulzer, B., & Altekruse, M. The counselor as a consultant in eliminating out of seat behavior. Elementary School Guidance and Counseling, 1971, 5, 196-204. (ERIC: EJ 032 662)

Faust, V. Consulting: What is it all about? Journal of Professional Counselors Association, 1971, 3, 17-18. (ERIC: EJ 043 747)

Faust, V. The counselor as a consultant to teachers. Elementary School Guidance and Counseling, 1967, 1, 112-117.

Faust, V. The counselor-consultant in the elementary school. Boston: Houghton-Mifflin, 1968.

Franken, M. W. A consultant role in elementary school guidance: Helping teachers increase awareness of the behavior dynamics of children. Elementary School Guidance and Counseling, 1969, 4, 128-135.

Fullmer, D. W. Family group consultation. Elementary School Guidance and Counseling, 1972, 7, 130-136.

Fullmer, D. W. & Bernard, H. W. Family consultation. Boston: Houghton-Mifflin, 1968.

Fullmer, D. W. & Bernard, H. W. The school counselor-consultant. Boston: Houghton-Mifflin, 1972.

Gordon, T. Parent effectiveness training. New York: Peter H. Wyden, 1970.

Granum, R. A. Teacher study groups: Do they make a difference? Elementary School Guidance and Counseling, 1975, 9, 210-217.

Greising, R. A. A pilot program in elementary school guidance: A study of teacher reactions. Elementary School Guidance and Counseling, 1967, 1, 126-139.

Gumaer, J. & Myrick, R. D. Developmental consultation at the elementary school. The Guidance Clinic, February, 1976, pp. 4-6.

Helpern, J. M. G. The role of the guidance consultant at the elementary school. Journal of Education, 1964, 146, 16-34.

Hillman, B. W. The parent-teacher education center: A supplement to elementary school counseling. Elementary School Guidance and Counseling, 1968, 3, 111-117.

Hillman, B. W. & Shields, F. L. The encouragement process in guidance. Canadian Counsellor, 1974, 8, 37-45. (ERIC: EJ 102 355)

Horne, A. M. Teaching parents a reinforcement program. Elementary School Guidance and Counseling, 1974, 9, 102-107.

Kaczkowski, H. The elementary school counselor as consultant. Elementary School Guidance and Counseling, 1967, 1, 103-111.

Kopplin, D. A. & Rice, L. C. Consulting with faculty: Necessary and possible. Personnel and Guidance Journal, 1975, 53, 367-372. (ERIC: EJ 108 924)

Kranzler, G. D. Elementary school counseling: An evaluation. Elementary School Guidance and Counseling, 1968, 2, 286-294.

Kranzler, G. D. The elementary school counselor as consultant: An evaluation. Elementary School Guidance and Counseling, 1969, 4, 285-288.

Kushel, G. Discord in teacher-counselor relations. Englewood Cliffs, New Jersey: Prentice-Hall, 1967.

Kuzniar, J. Teacher consultation: A case study. Personnel and Guidance Journal, 1973, 52, 108.

Lauver, P. J. Consulting with teachers: A systematic approach. Personnel and Guidance Journal, 1974, 52, 535-540. (ERIC: EJ 094 390)

Lewis, M. D. The effective elementary guidance worker: Counselor or consultant? School Counselor, 1970a, 17, 296-300. (ERIC: EJ 025 400)

Lewis, M. D. The effects of counseling and consultation upon the sociometric status and personal and social adjustment of third grade pupils. Elementary School Guidance and Counseling, 1970b, 5, 44-52. (ERIC: EJ 026 550)

Lippitt, R. Dimension of the consultant's job. Journal of Social Issues, 1959, 15, 5-12.

Lister, J. L. The consultant to counselors: A new professional role. School Counselor, 1969, 16, 349-353.

Lister, J. L. School counseling: For better or for worse? Unpublished mimeographed paper, 1968. University of Florida, Gainesville, Florida.

Lundquist, G. W. & Chamley, J. C. Counselor-consultant: A move toward effectiveness. School Counselor, 1971, 18, 362-366.

Mayer, G. R. An approach for the elementary school counselor: Consultant or counselor? School Counselor, 1967, 14, 210-213.

Mayer, G. R. Behavioral consulting: Using behavior modification procedures in the consulting relationship. Elementary School Guidance and Counseling, 1972, 7, 114-119. (ERIC: EJ 070 960)

Mayer, G. R., Kranzler, G. D. & Matthes, W. A. The elementary school counselor and teacher-pupil relations. Elementary School Guidance and Counseling, 1967, 1, 163-187.

Mayer, G. R. & Munger, P. F. A plea for letting the elementary school counselor counsel. *Counselor Education and Supervision*, 1967, *6*, 341-346.

Marchant, W. C. Counseling and/or consultation: A test of the education model in the elementary school. *Elementary School Guidance and Counseling*, 1972, *1*, 4-8. (ERIC: EJ 064 341)

McClain, A. D. & Boley, K. J. Counseling and consultation interrelationships. *Elementary School Guidance and Counseling*, 1968, *3*, 32-39.

McGehearty, L. Consultation and counseling. *Elementary School Guidance and Counseling*, 1969, *3*, 155-163.

McWhirter, J. J. & Kahn, S. E. A parent communication group. *Elementary School Guidance and Counseling*, 1974, *9*, 116-123.

Munson, H. L. *Elementary school guidance: Concepts, dimensions, and practice*. Boston: Allyn and Bacon, 1970.

Muro, J. Elementary school guidance--Quo vadis? In Vanhoose, W. H.; Pietrofesa, J. J.; & Carlson, J. *Elementary school guidance and counseling: A composite view*. Boston: Houghton-Mifflin, 1973.

Myrick, R. D. The challenge of communication for the elementary school counselor consultant. *National Catholic Conference Journal*, 1971, 114-120. (ERIC: EJ 032 605)

Myrick, R. D. The counselor consultant and the effeminate boy. *Personnel and Guidance Journal*, 1970, *48*, 355-361.

Myrick, R. D. & Moni, L. S. Teacher in-service workshops: A developmental consultation approach. *Elementary School Guidance and Counseling*, 1972, *7*, 156-161. (ERIC: EJ 070 968)

Naw, P. *The effects of four guidance approaches in changing the personal and social adjustment of first and second grade children*. Unpublished doctoral dissertation. Kent State University, 1967.

Nelson, R. C. Counseling versus consulting. *Elementary School Guidance and Counseling*, 1967, *1*, 146-151.

Palmo, R. J. & Kuzniar, J. Modification of behavior through group counseling and consultation. *Elementary School Guidance and Counseling*, 1972, *6*, 258-262.

Patouillet, R. Organizing for guidance in the elementary school. *Teachers College Record*, 1957, *8*, 431-438.

Randolph, D. L. Behavioral consultation as a means of improving the quality of a counseling program. *School Counselor*, 1972, *20*, 30-35.

Randolph, D. L. & Hardage, N. C. Behavioral consultation and group counseling with potential dropouts. *Elementary School Guidance and Counseling*, 1973, *7*, 204-209. (ERIC: EJ 075 521)

Randolph, D. L. & Saba, R. G. Changing behavior through modeling and consultation. *Elementary School Guidance and Counseling*, 1973, *8*, 98-108.

Schein, E. *Organizational psychology*. Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

Shaw, M. C. The feasibility of parent group counseling in elementary schools. *Elementary School Guidance and Counseling*, 1969, *4*, 43-53.

Shelton, J. E. & Dobson, R. L. Family-teacher involvement: A counselor's key. *Elementary School Guidance and Counseling*, 1974, *8*, 190-196.

Shelton, J. & Dobson, R. FICS: An expanded view of counselor consultation. *Elementary School Guidance and Counseling*, 1973, *7*, 210-215. (ERIC: EJ 075 446)

Sherman, R. & Shapiro, I. Teacher-counselor communication. *School Counselor*, 1969, *17*, 55-62.

Shertzer, B. & Stone, S. C. *Fundamentals of guidance* (3rd edition). Boston: Houghton-Mifflin, 1976.

Splete, H. H. The elementary school counselor: An effective consultant with classroom teachers. *Elementary School Guidance and Counseling*, 1971, *5*, 165-172. (ERIC: EJ 034 194)

Splete, H. H. *A study of the significant elements of the elementary school counselor's consultant behavior as it related to classroom teachers*. Lansing: Michigan State University, Unpublished doctoral dissertation, 1968.

Vanhoose, W. H.; Pietrofesa, J. J. & Carlson, J. *Elementary school guidance and counseling*. Boston: Houghton-Mifflin, 1973.

Whitley, D. A. & Sulzer, B. Reducing disruptive behavior through consultation. *Personnel and Guidance Journal*, 1970, *48*, 836-841. (ERIC: EJ 021 886)

Wittmer, J. & Myrick, R. D. *Facilitative teaching*. Pacific Palisades, California: Goodyear Publishing Company, 1974.

Wrenn, C. G. A counselor in a changing world. Revisited. Teachers College Journal, 1964, 35, 205-211.

Wrenn, C. G. The counselor in a changing world. Washington, D.C.: American Personnel and Guidance Association, 1962.

TITLE: CONSULTATION: A MODEL FOR HELPING PROFESSIONS
PUB. DATE: 1977
LENGTH: 82 PAGES
ERIC NO.: ED 146 460

A functional consultation model, integrated consultation, is defined broadly as a concept which governs the activities of the professional helper in institutional settings; he/she assists others, individually and collectively, in accurately understanding and productively acting on the events in the life of the institution. The result is the improvement of the total institutional climate including the processes it experiences and the procedures it develops.

Six basic assumptions underlie the integrated consultation (IC) model:

1. Cooperative rather than prescriptive. IC must be a joint venture, not a solitary one. All those affected by the venture must provide input. There is a basic reason for this requirement--only those who contribute to the development of a plan feel responsible for it. Those who function only as spectators rarely feel responsible. The helper in the IC model must facilitate the development of effective strategies, not prescribe solutions. When a prescriptive approach is taken, the prescriber is held liable in case of failure and responsible in case of success. We believe that people must be taught independence and responsibility, not dependence and irresponsibility.
2. Continuing rather than sporatic. Processes occur and products are developed continuously. "One-shot" assistance may serve as a temporary palliative with no residual impact. Consultation must be viewed as a continuing process, rather than a semi-annual event, if any residual impact is to be achieved. This does not mean that the helper must be superhuman and maintain excessive contact with all his/her constituents on a continuing basis. It does mean, however, that opportunities for input and feedback must be provided. Such opportunities can be provided if the helper operates with a cooperative rather than a prescriptive approach.

3. Integral rather than external. Earlier we considered the importance of integrating consultation into the regular program. While this may sound like an obvious necessity, our experience is that it is frequently overlooked or taken for granted. Consequently, we would like to repeat the emphasis on integration. The helper responsible for implementing the IC model must be viewed as essential by his/her constituents, and the services provided must be viewed as indispensable. A constituent who views the helper's role as external to mainstream activities will not seek assistance except during times of chaos. The helper must be viewed as an internal team member, not an outside resource person.

   We are not discouraging the use of consultants outside the institution. Sometimes special expertise is required. When outside help is sought, however, it must be integrated if it is to have any lasting value.

4. Action in addition to insight. Traditionally a consultant has been viewed as a person who could offer insights, but who was not required to stick around to see if his/her suggestions paid off. The helper in the IC model believes that the best insight is that gained through experience. Consequently, action must follow planning if improvement is to occur. No assumptions can be made about this action. The helper must facilitate it. He/she assumes that new insight and understanding has occurred only when it is supported by productive action.

5. Teaching in addition to delivering. Earlier we emphasized the importance of cooperative ventures. We would like to extend that emphasis now by suggesting that the helper must function as a teacher as well as a skilled professional. The helper must be able to assist others in developing skills if the needs of the total institution are to be fulfilled. The helper must be able to deliver certain services to his/her constituents, but one of the most important services is

assistance in skill development. Each member of the institution must become increasingly competent and confident. The helper who does not deliver skill development services may not be encouraging individual and institutional growth.

6. Developmental rather than terminal. In this handbook we will suggest specific strategies to be employed in IC. We would like to point out that these strategies should assist the helper in developing his/her role within an institutional setting. Like any process, however, the helper's role in IC is always in process of development. It never gets to the point where continuing expansion is not a viable need. Any process involving people requires this, we believe. Just as the helper helps, he/she must continually seek help. As long as the helper's role in IC is developmental, it will be viable and exciting to all concerned.

NOSIE is an acronym for the terms Needs, Obstacles, Strategies, Implementation, and Evaluation which is presented as a logical sequential, systematic set of procedures to be employed in implementing the IC model. A schematic outline of a sample NOSIE application is reproduced on the following page.

A second section describes the IC model in an external consultant setting. Guidelines for choosing an external consultant as well as for using the IC model in that setting are provided. Phases of the IC model, a diagram of the phases and procedures for implementation are also elaborated.

NOSIE APPLICATION

Needs Assessment

A. Personal--self worth, contributing to confidence and competence

B. Institutional--increased teacher-student participation

Obstacles

A. Comprehensive
  1. inadequate skills
  2. distracting feelings
  3. conflicting schedules
  4. lack of opportunity
  5. apathy

B. Priorities
  1. inadequate skills
  2. distracting feelings

Strategy

A Overall improvement of communication skills

B. Assistance with specifics
  1. peer counseling
  2. teacher groups
  3. TA integation

C. Insured own strokes

Forward to Steering Committee for recommendation to task group (results of feedback)

A. Meet with Administration to explain plan and offer resources in communication program

B. Conduct pilot project to gather additional information

Implementation

A. Final Strategy A and B

B. Development of communication handbook

Evaluation

A. Criterion-participation

B. Additional evidence of success
  1. skill development
  2. support

TITLE: THE COUNSELOR AS CONSULTANT IN THE DEVELOPMENT OF THE TEACHER - ADVISOR CONCEPT IN GUIDANCE
PUB. DATE: 1971
LENGTH: 39 PAGES
ERIC NO.: ED 057 385

The danger of increased impersonalization due to increased numbers of students and staff, a limited number of counselors (only 2 counselors for 1200 students), with increased demands and responsibilities coupled with an innovative high school philosophy designed to provide an individualized program for each student resulted in an original and innovative guidance program. Consistent with the philosophy of one student, one program, a variety of organizational patterns was instituted: large and small group instruction, independent study, audit courses, and team teaching. An integral part of this student rather than subject orientation is the Teacher-Advisor role, in which the teacher takes on a guidance role far beyond that usually required for classroom teachers.

The organization of the guidance program built around the teacher-advisor role is detailed including pre-school activities, in-service training, the Teacher-Advisor Handbook, and the role of the guidance secretary. This program description also includes a detailed statement of counselor activities in general, with administrators, and as a curricular-associate. (Exerpts from this section are included on the following pages). The Appendices include a Summary of Basic Communication Skills for Interpersonal Relationships, a sample Student Information Sheet, the statement of philosophy of the high school described in the program, a Counseling Information Questionnaire, a Memo to Teacher-Advisor, a Request for Information Form, and the Teacher-Advisor Monthly Time Sheet.

Activities of the Counselor as a Consultant to Teacher-Advisor

1. Orientation of teacher to Teacher-Advisor role.
2. Assessment--interest, personality, achievement, aptitude.
3. Vocational, educational and financial assistance information.
4. Consultation regarding student programs--consistent with his abilities and interest
5. In-service program of communication skills--interviewing techniques, learning theories, behavior modification, etc.

6. Consultation regarding program changes.
7. Classroom feedback concerning classroom and overall school atmosphere (school climate surveys).
8. Availability as consultant to teachers regarding classroom management.
9. Identification of prospective students for group counseling.
10. Case Conferences involving parents, teachers, and students--achievement, attendance and behavior.
11. Case Conferences involving community agencies.
12. General resource person
13. Personal concerns of teachers.

Activities of the Counselor as a Consultant with Administrators

1. School time-tabling
2. School program
3. School extra-curricular activities
4. Feedback regarding school climate as perceived by teachers
5. Feedback regarding school climate as perceived by students
6. Orientation regarding feeder schools
    - Parent Orientation Nights
    - Availability as consultant to Teacher-Advisors and their students
    - Psychological information on prospective students
7. Development of school philosophy
8. Involvement in administrative meetings regarding policy decisions affecting students and staff

Activities of the Curricular Associate-Counseling

1. Consultation with and coordination of other counselors on staff
2. Staff Development
    - working with and coordination of the four guidance teams
    - preparing and operating an in-service program for Teacher-Advisors, to include interviewing techniques, group activities, referral procedures, resources for student information, etc.

3. Group Counseling - coordination and involvement
4. Crisis cases referred by other counselors - coordination of all referrals to "Bureau of Child Study" and other agencies
5. Consultant to teachers through other counselors
6. Consultant to Administration (provide feedback on student views)
7. Coordination of feeder schools guidance program
8. Orientation program - students, teachers, parents
9. Public Relations - in cooperation with Administration

TITLE: CAREER EDUCATION: THE CONSULTANT APPROACH
PUB. DATE: 1976
LENGTH: 20 PAGES
ERIC NO.: ED 140 033

In the guidance model presented here, defined as developmental career guidance, the counselor is viewed as the most effective career education change agent. The counselor role with a combined consultant function is presented in full-page illustrations depicting the counselor's cooperative relationships, i.e., the counselor and administrator, teacher, student, parents, community. The planning and implementation process of the consultant model are illustrated as well.

The step-by-step outline for establishing the consultant strategy includes:

1. Defining the role
2. Examining the objectives
3. Assessing specific needs
4. Contacting administration; proposing the program
5. Publicizing the program
6. Assisting interested participants in the total career education process
7. Examining the effectiveness of the activities
8. Continuing the program
9. Evaluating the procedure
10. Initiating changes

Suggestions for adapting the model for resource persons other than counselors are included along with resource and materials lists.

VI. COUNSELING AND TECHNOLOGY

INTRODUCTION

With the relatively recent explosion of information brought about by rapid changes and advances in technology, the use of computers has become a part of everyone's life from bank transactions, grocery store checkout counters, and video games to computer-assisted instruction (CAI) and computer-assisted guidance (CAG) within the educational environment. Computer-assisted guidance systems use the computer to contribute to personal, educational, vocational, and social decision-making. This contribution ranges from simple information giving to complex decision-making processes, values clarification, and prediction of probability of success. Its purpose may vary from exclusively supporting counselors in their work to providing information to students through direct, interactive use.

Guidance and counseling is most readily enhanced with the application of computerized information systems to improve the quality and quantity of information to students. In addition, use of the computer can:

1. Reduce/eliminate the amount of time that counselors spend in information-giving tasks.
2. Make information more easily accessible to people of widely varying skills and experiences through whatever delivery mode is most appropriate.
3. Help students interrelate information with interests, values, aptitudes, and abilities.
4. Assist in broadening alternatives through values clarification exercises and decision-making strategies, and in narrowing down options to make specific choices.

Computers are here to stay and counselors who have accepted the responsibility and privilege of helping others with their personal aspirations and problems must become informed about computerized systems to participate sensitively and intelligently in their development. If counselors assume this role, then they can help assure that automated systems contribute to, rather than inhibit, individual growth.

The following materials provide examples of computer-assisted programs that have been developed for use in guidance and counseling activities.

TITLE: COMPUTERIZED SYSTEM OF CAREER INFORMATION
AND GUIDANCE: A STATE-OF-THE-ART
AUTHOR: JACOBSON, MARILYN D.; GRABOWSKI, BARBARA T.
PUB. DATE: 1981
LENGTH: 37 PAGES
ERIC NO.: ED 210 552

The need for timely, accurate, and locally relevant career information has been escalating. Within the last 15 years, computer-based systems have been developed that put occupational descriptions, labor market information, and education, training, and financial aid information into formats usable by students and adults in school and nonschool settings.

Computer-based systems can be divided into three general categories: batch-process systems, online career information systems, and online career guidance systems. The following charts list the systems of each type, a summary of their characteristics, and a list of systems, their acronyms, and developers/representatives.

Categories of Computer-based Career Information Systems

TYPE	SYSTEMS	COMMON CHARACTERISTICS
BATCH-PROCESS --information storage and retrieval	SEARCH VIP VOCOMP	--user has no direct contact with the computer --user completes a questionnaire with the desired characteristics of an occupation and/or a school --a list of schools and/or occupations with the desired combination of characteristics is printed --least expensive way of using a computer to provide career guidance information by utilizing existing CPUs
ONLINE CAREER INFORMATION --online information storage and retrieval	CHOICES CIS COIN CVIS ECES GIS SCAD	--interactive, structured interviews between user and computer --sophisticated search strategies which allow: constant knowledge of the effect of each choice made, opportunity to erase former choices and redo searches with different sets of characteristics

TYPE	SYSTEMS	COMMON CHARACTERISTICS
ONLINE CAREER GUIDANCE --online systems that deliver significant guidance content beyond career information	DISCOVER EXPLORE SIGI	--provides: capability for computer-assisted instruction; simulation exercises in areas of values clarification, decision-making and classification of occupations --assistance in assessment of current status of career development --online administration and interpretation of testing instruments

SYSTEMS

Acronym	System Name	Developer/Representative
AEL	Appalachia Educational Laboratory (print system only)	McKnight Publishing Co. Bloomington, IL.
CHOICES 1976	Computerized Heuristic Occupational Information and Career Exploration System	Phillip S. Jarvis Canada Systems Group Ottawa, Ontario
CIS 1969	Career Information System	Dr. Bruce McKinlay University of Oregon Eugene, Oregon
COIN 1978	Coordinated Occupational Information Network	Dr. Rodney Durgin COIN, Inc.
CVIS 1967	Computerized Vocational Information System	Carol M. Rabush CVIS Distribution Center Western Maryland College Westminster, Maryland
DISCOVER 1976		Dr. Joann Harris-Bowlesbey DISCOVER Foundation, Inc. Westminster, Maryland or IBM Corporation White Plains, New York

Acronym	System Name	Developer/Representative
ECES 1966	Educational and Career Exploration System	Dr. Alva E. Mallory, Jr. Genessee Intermediate School District Flint, Michigan
EXPLORE 1980		Dr. Joann Harris-Bowlesbey Mr. Charles Maloy Towson State University Towson, Maryland
GIS III 1971	Guidance Information System	Linda Kobylarz Time Share Corporation West Hartford, Connecticut
SCAD 1979	Student Career Assessment Determination	Laurence G. Lloyd Evaluation Techniques Consortium Chatsworth, California
SEARCH 1970	System Exploration and Research for Career Help	State of Oregon Employment Division Department of Human Resources Salem, Oregon
SIGI 1972	System of Interactive Guidance and Information	Dr. Martin R. Katz Educational Testing Service Princeton, New Jersey
VIEW 1970	Vital Information for Education and Work	Center for Career Development Services Florida Dept. of Education Tallahassee, Florida
VIP 1976	Vocational Information Program	John Cripe Joliet Junior College Joliet, Illinois
VOCOMP 1978		Gary and Marjorie Colter Innovative Software Woodland Hills, California

Several states have implemented or are implementing statewide systems to develop and maintain accurate, reliable, current, and locally relevant occupational and educational information. The following chart provides a list of states and their career information systems, funded in part by the Department of Labor (DOL) and the National Occupational Information Coordinating Committee (NOICC).

FUNDING GROUP	YEAR OF FUNDING	INFORMATION SYSTEM
DOL:	1969	Occupational Information System (OIS) Oregon-CIS
DOL:	1970	Occupational Information System (OIS)
	1974	Career Information System Alabama--CIS Colorado--CIS Massachusetts--CIS Michigan--MOIS Minnesota--CIS Ohio--CIS Washington--CIS Wisconsin--CIS
NOICC:	1979	Career Information Delivery System Alaska--CIS Arizona--CIS Connecticut--CIS Delaware--CHOICES Florida--CHOICES Georgia--CIS Hawaii--CIS Iowa--CIS Kansas--CHOICES Maine--CIS Maryland--to be determined Nebraska--CIS New York--CIS/CHOICES North Carolina--CHOICES South Carolina--COIN

Selection of a system that corresponds to the particular needs of a targeted constituency requires thorough knowledge of the prospective users' characteristics, available material and human resources, hardware capacities, software content, and hardware/software compatability. The Illinois Career Information Feasibility Study provides a model for the selection process and is also described in this document.

TITLE: REPORT OF THE U.S. DEPARTMENT OF EDUCATION TASK FORCE ON LEARNING AND ELECTRONIC TECHNOLOGY
PUB. DATE: 1981
LENGTH: 35 PAGES
ERIC NO.: ED 211 068

An Education Task Force reviewed reports, studies, and survey data on the availability and use of electronic technology in elementary and secondary schools and higher education institutions along with federally funded education technology programs, experiences of other federal agencies that have applied electronic technology to education and training, and current activities and future plans of private sector companies. The Task Force concluded that: (1) electronic technology can improve the quality of education; (2) schools need to prepare students to use technology in their work and personal lives; and (3) school officials are eager to employ new technologies in the school setting.

Six major recommendations were developed by the Task Force, including that:

1. Through news conferences, speeches, and other information-disseminating devices, the Secretary of Education should help make the general public, professional educators, and lawmakers aware of the potential educational benefits of the new technologies and of the need for students to be educated about and with these technologies so that they may understand and control them, for their own purposes and for the good of our society.
2. The Secretary of Education should call together chief state school officers and major school district superintendents for the purposes of sharing with them his view of the benefits of technology to quality education and the importance and need for technical literacy in our society.
3. The Department should establish a "partnership" with state and local education officers, private sector companies, and universities. This partnership should lead to the development of mechanisms through which state and local education agencies could

work with private-sector companies to plan and implement technology in their curricula.

4. The Department should provide incentives to encourage private-sector/university combined efforts to develop exemplary "high quality" software for computers and videodiscs. This should be done in cooperation with school districts and state education agencies that elect to participate in such ventures. The purpose is to get all involved in making the trade-offs that will be needed to successfully implement the new technologies in instructional settings.

5. The Department should take primary responsibility for identifying specific examples of any Federal Government barriers to success and coordinate efforts to resolve these problems.

6. The Secretary should, through his office, coordinate the activities of other Federal agencies in educational and training uses of technology so that joint efforts among these agencies can be facilitated.

TITLE: THE STUDENT ACCOUNTING SYSTEM. A PROCESS FOR TRACKING AND ASSESSING THE FLOW OF STUDENTS THROUGH VOCATIONAL EDUCATION PROGRAMS
AUTHORS: BRENNAN, PEGGY; ROBINSON, GAIL
PUB. DATE: 1980
LENGTH 254 PAGES
ERIC NO.: ED 212 884

To provide quality vocational education to students, counselors and administrators need detailed information on the potential occupational outcomes of vocational education programs and the students currently enrolled in such programs, as well as accurate and reliable program enrollment/termination data to plan for future years and to compile local, state, and federal compliance documents and inquiries.

The Student Accounting System is a model system designed to track and access the flow of students through vocational training programs at the secondary and community college levels and in CETA and other agencies that provide vocational training. Although the system represented in the document is a manual process, it can easily be automated by educational agencies with computer capabilities. Implementation of the "Student Accounting System" requires that certain essential items about students and programs/courses be identified and recorded prior to beginning the actual process. These items can then be merged by computer software or the manual process contained herein to produce information on those students involved in vocational education. These data include the enrollment and completion status of each student participating in each vocational education program/service as well as personal characteristics specific to that individual, i.e., sex, racial designation, grade level, disadvantaged, handicapped, etc.

Step-by-step instructions for a suggested sequence of activities for manually completing the Program Enrollment and Termination Report are divided into three major sections: (1) students involved in one vocational training program; (2) students involved in two or more vocational training programs; and (3) leavers and transfers from all vocational training programs. Appendices include the Vocational Education Program/Course Inventory Explanation and Instructional Manual, Student/Course Inventory Explanation and Instructional Manual, Summary Reports, Documentation for

Computerization, and master Program/Course Inventory, Student/Course Inventory, and Summary Report forms.

The output data from this system provide the following:

1. A listing of all vocational programs offered by the local educational institutions (LEAs).
2. Information about vocational programs and their related occupations to provide occupational information to students for making decisions about careers.
3. The identification of students involved in several vocational programs to aid teachers and counselors in their attempt to advise students on career decisions.
4. Non-duplicated enrollment, completion and termination data for each training program offered within the school/district to aid planners and administrators in their analyses of individual programs.
5. Accurate data on student characteristics to facilitate analysis of program utilization by minorities, males/females and handicapped students.
6. Uniform definitions and routine procedures for collecting, reporting and interpreting program/course data required in preparing State and Federally mandated statistical and followup reports.
7. Accurate supply data which can be utilized by research agencies for preparing supply/demand reports, and projecting student program enrollment and completion data.

The "Student Accounting System" is more than just another report; it is a reliable and effective system for routinely and uniformly collecting the various types of information that can be utilized by counselors, planners and administrators, and other school/district personnel in making effective decisions applicable to vocational education and its students.

TITLE: MICROCOMPUTERS IN EDUCATION. REPORT NO. 4798
AUTHORS: FEURZEIG, W.; AND OTHERS
PUB. DATE: 1981
LENGTH: 115 PAGES
ERIC NO.: ED 208 901

Computer-assisted instruction (CAI) does, in fact, hold great potential for the development and use of individualized adaptive educational techniques. Without doubt, many of the early predictions regarding the future of this technology were overly optimistic with respect to how quickly computer-based techniques could be made both educationally effective and financially competitive with other approaches. The disillusionment that occurred is a result not of having discovered that the technology does not have the potential it was once thought to have; rather, it is a consequence of having been forced to realize that the effective application of that technology to educational purposes is a much more difficult task than it was once thought to be. Unfortunately, the two issues have sometimes been confused, and people have interpreted the fact that the promise has been delayed as evidence that it will never be realized.

Arguments for using computers in the classroom include the following:

1. The possibility of greater student control over the selection and pacing of material. Evidence seems to show that people learn more effectively when they participate in the selection of what they are learning than when they do not.

2. The feasibility of immediate feedback. Another advantage of using a computer in learning situations is the immediacy of the feedback that it provides. One sees the effect of one's work as soon as the work is done. This means that one has the opportunity of using "errors" and "unsuccessful" performance as occasions for learning rather than simply as evidence of failure.

3. The motivational benefits of a responsive machine. A particularly motivating aspect of the use of computers for educational purposes is the reinforcement the student gets from actually making something happen. When an executable program has been written, one

> can in fact execute it and observe the results. To young people who have not often had the experience of having anything under their control, this can provide a real sense of accomplishment.

There are three distinct ways in which computers may be important for education. First, the study of computers themselves is becoming a necessary aspect of education for the modern world. Second, the study of programming as a mental discipline can have important beneficial consequences for cognitive development. Finally, an increasing integration of computers into other subjects is occurring with important consequences for education generally. A computer is a very powerful, general purpose tool. People who know how to use one effectively can do things that people who do not possess that special knowledge cannot do. This fact has implications for education that have not been widely recognized. The school system that has good access to a broad range of computing facilities and has a high level of computer literacy among its students and faculty has the potential for approaching many learning tasks in a qualitatively different way than does the system that lacks either the access or the computer literacy or both.

It seems at least possible, if not probable, that the wide availability of microcomputers will change fairly drastically some of the traditional roles and functions of teachers and classrooms. To the extent that some of the things that are currently taught by teachers can be taught as well or better by suitably programmed computers, the time that teachers had devoted to these things will be available to be used in more productive ways. The availability of effective instructional resources outside the calssroom should help destroy the stereotyped view of the classroom as the place where one goes to learn. The fact that instruction, at least in some subjects, will not be paced by the teacher's availability and teaching schedule will permit some students to advance at an accelerated pace in subjects of particular interest to them.

Halfway through the 15th century, the invention of movable type destroyed forever the virtual monopoly on learning of a small elite, and made the world of books accessible to the general population. It made possible an era of mass education the effects of which the world is still exploring. But in making education routinely available to large numbers of people, the printing press took away much of the spontaneity and interactiveness of the Socratic tutoring method which it supplanted. The advent of the inexpensive computer has the potential for affecting education in significant ways which can only be dimly perceived. If it can help to restore the interactive nature of good teaching without reverting to the elitism of an earlier time, its effects will be revolutionary in the best sense of the word.

TITLE: A REVIEW OF ISSUES IN COMPUTER-ASSISTED COUNSELING AND A NEW APPROACH TO ITS APPLICATIONS IN COLLEGE SELECTION
AUTHOR: COLBURN, KENNETH A.
PUB. DATE: 1980
LENGTH: 267 PAGES
ERIC NO.: ED 195 891

The development of direct inquiry guidance information to assist high school students in the process of selecting a college has created a system called CHOOSE in the state of New Hampshire. This system, similar to the GIS (Guidance Information System) provides students with information about educational/vocational/career opportunities in a way that helps them narrow down the number of alternatives available to them. More effective use of counselor time and improvements in guidance practices have occurred as a result of using this computer-assisted college information system.

TITLE: THE ROLE THE CAREER INFORMATION SYSTEM PLAYS IN ASSESSMENT AND EMPLOYABILITY DEVELOPMENT PLANS
AUTHOR: FAURIA, CHARLENE K.
PUB. DATE: 1981
LENGTH: 26 PAGES
ERIC NO.: ED 205 762

The Career Information System (CIS) is an invaluable resource for providing accurate occupational and educational information to career decision makers. CIS may be used in several ways, including to: (1) provide career exploration by providing facts about jobs; (2) increase knowledge about jobs and training so informed choices can be made; (3) motivate the unemployed so they will become more interested in exploring training and placement opportunities; (4) help discover courses of action and the way various alternatives might affect their future; (5) assist in applying for and entering into training and employment--writing resumes, conducting interviews, etc.; (6) assist in writing employability development plans; and (7) assist in program planning.

SECTION 2: EDUCATIONAL PLANNING IN GUIDANCE SERVICES

I. TESTING

INTRODUCTION

A basic premise of testing is that individuals are alike as well as different. Testing seeks to establish a distinctive picture of individuals by comparing them with others in terms of quantities of general human characteristics and providing data that highlights the individuality of each student. A major purpose of a testing program is to gather information about students that will help them understand themselves and help them make appropriate decisions. School counselors' use of test data is directly involved with individual assistance to each student.

The general purposes for which tests are given include: (1) prediction to offer a basis upon which individuals can make decisions; (2) selection to accept or reject individuals for college admission, employment, etc.; (3) classification to assign an individual to one of many treatments or groups; and (4) evaluation to assess programs, methods, treatments, and the like.

Teachers use tests as an aid to instructional improvement by determining the relationships among ability, educational practices, and changes in student behavior to better predict and control learning situations. Counselors use tests to obtain accurate and reliable information about an individual student's abilities, interests, aptitudes, and personal characteristics to assist the student in gaining self-understanding, to predict future performance, to help students plan their educational/career goals, to diagnose individual problems, and to evaluate guidance services outcomes. Administrators use tests to make educational planning decisions, determine strengths and weaknesses of the instructional program and other school-based services, and to determine the overall effectiveness of the school.

Whatever the need for information, it should be clearly specified prior to any test administration. Data collection should be limited to

231

that which can be analyzed and interpreted by the counselor, teacher, and/or administrator. If one test administration can serve the needs of many users, then the testing activity will be more cost-effective and will allow additional time for guidance and instructional activities.

The following materials focus on testing guidelines, standardized test usage, college admissions testing trends, test coaching and test wiseness, and minimum competency testing.

TITLE: SUGGESTED PROCEDURES FOR DEVELOPING AN EFFICIENT TESTING PROGRAM
AUTHOR: MORRISON, MAX E.
PUB. DATE: 1975
LENGTH: 21 PAGES
ERIC NO.: ED 109 234

Specifying the purposes and uses of tests prior to administration is of paramount importance when the time spent by counselors, teachers, and administrators on selecting, developing, administering, scoring, and interpreting tests is considered as well as the time spent by students in completing the tests. Determination of how test results are to be used is critical to the establishment of an effective testing program.

To make effective use of test data, each decision-maker must specify the information needed prior to test selection and administration. Decision-makers may include parents, students, teachers, administrators, counselors and school boards. At least one unique piece of information should be singled out for each decision group and it should be specified how the data collected for one group relates to the total data collection.

Some general questions that need answers before any data collection plan is implemented include:

Is information needed on individuals or groups of students?

Do parents want to know how well their son/daughter is doing compared to students in other schools?

What are the perceptions of parents, teachers and students as to what the school is doing?

What are the expected outcomes by the teacher before the data is collected? Individual vs group.

Norm-Referenced Testing Programs

Specific questions on what data to collect and how to make effective use of the data for evaluation purposes include:

1. Is there an open discussion with staff and/or students about the needs and aims of a measurement program?

2. How ready and willing is the staff to administer tests and interpret scores?
3. Are the objectives of the testing program clearly stated?
4. How can testing most effectively and efficiently contribute to the design of improved educational experiences?
5. Will testing after an educational experience focus on the information needs required for planning the next educational experience?
6. Will test results be studied longitudinally with information gathered systematically for use and fitted into a well designed program?
7. Are the counselor and teacher familiar with the test instrument to be used?
8. Are the counselor and teacher involved in the selection of the test?
9. Are the counselor and teacher aware of the specific measurement characteristics of the test?
10. What are the limitations of the test?
11. Have the counselor and teacher read the publisher's statement of what the test is designed to measure?
12. Have the counselor and teacher read a description and evaluation of the test in Buros' Mental Measurement Yearbook?
13. Have the counselor and teacher examined a specimen set of the items to be administered?
14. Have the counselor and teacher reviewed curricular objectives and subject content in the area(s) to be tested?
15. Have the counselor and teacher taken the test to check content validity?
16. What is the nature of the pupil population to be tested?
17. Will the test provide the student with information about him/herself in establishing realistic educational and vocational goals?

18. Will the test data be useful to parents in helping them understand that realistic goals must be set in the education of their children?

19. Will test data be used as a basis for discussion in inservice meetings?

20. What is the purpose of the test?

    Placement - Selective grouping according to knowledge or skill in some subject area.

    Diagnosis - To identify causes rather than outcomes.

    Assessment - To collect census-like data on students to measure attainment of objectives related to knowledge, skills, and understandings.

    Prediction - Predict chances for success in each course selected in the following year.

    Evaluation - Study performance trends of pupils in certain subject areas.

21. What item analysis is planned following the testing administration to possibly reorganize the course of study?

22. What additional information will be needed to substantiate the test data?

23. What type of presentation is planned so that test results will be reported in language clearly understandable by students and parents?

24. What steps have been taken to insure test data will not be misused?

25. Have any plans been developed to identify strategies for individuals, small groups, or the entire class for those objectives where students do not perform up to expectations?

26. Are students encouraged to question teachers and counselors regarding their performance on a particular test?

27. Are students encouraged to express their feelings in writing about test scores and the implications for future actions on their behalf?

Norm-referenced test data may be useful for administrators in making decisions regarding the following questions:

1. Does the data indicate any trends in student achievement?
2. How does local student performance compare with statewide performance?
3. Do pupils demonstrate greater competency at one grade level than at another?
4. Have competencies increased or decreased over the past three years?
5. Have previously identified weaknesses been resolved?
6. Do the competency levels vary from building to building?
7. Who and where are the pupils with special problems?
8. What skill areas need additional human and financial resources?
9. Should additional time be allocated to the basic skills in an effort to improve performance?
10. Should the expectation level for student achievement by the staff and the community be revised?

Assessing a Local Testing Program

1. Who in the school system will use data from the standardized testing program? Teachers, students, counselors, administrators, parents and school board.
2. What is the primary purpose of each test administration?
3. What follow-up action was taken after the test administration last year? Item analysis, curriculum modifications, placement of students or similar type actions.
4. Is the testing program evaluated each year?
5. What processes are used to prepare students for a test?
6. What provisions are made to coordinate testing efforts across grade levels in the school?

7. How much time (estimated) is spent in administering standardized tests? Include time spent on scoring, recording, and interpreting results to students.
8. What other information will be put together with the test scores prior to making a judgment?
9. Are all students tested or is a sample population of students tested to make inferences?
10. List all standardized tests (all types) administered last year.

Test administrators should always keep in mind the possible unanticipated outcomes that may result from administering a test, e.g., the impact on students who experience failure or frustration. The answers to this and other questions can be obtained only through careful observation during the test and in analyzing and reporting the results.

TITLE: SELECTION AND USE OF STANDARDIZED TESTS: A RESOURCE BOOK FOR SCHOOL AND DISTRICT PERSONNEL
AUTHORS: TAYLOR, HUGH; AND OTHERS
PUB. DATE: 1979
LENGTH: 71 PAGES
ERIC NO.: ED 190 665

Standardized instruments have some highly visible advantages over more informal educational measures. They are objective both in source and in design. They "look" impressive, not only in format, but because a large technology is responsible for their construction, adminstration, and scoring. Their long history has invested them with authority that experience over time has generally solidified. Their use in identifying the students who need special help, in aiding individuals in career and educational decisions, in providing information about the effectiveness of programs, and in diagnosing weak spots in curriculum and instruction has been well documented.

Some of these very strengths, however, can be counted as weaknesses when these instruments are asked to perform tasks for which they are not suited. Few group standardized instruments, for example, provide precise data for teachers and counselors to use to diagnose specific deficiencies in individual pupil achievement. Also, the very reputation of the tests may force a too heavy reliance on this single source of data for such decisions as assigning students to "tracks" or altering program content. Finally, the tests and their results have too often been used for formal or informal assessment of teaching competence, a goal which may be worthy but which certainly cannot be attained solely by the survey testing of students.

This resource book is largely concerned with providing information about the legitimate uses of standardized tests as well as background information to select and use those tests wisely. Those responsible for the organization and administration of the testing program should make certain that the instruments selected for testing meet the goals of the standardized testing program. The following checklist is offered as a guideline:

Checklist on the Organization and Administration of the Testing Program

This checklist is divided into seven parts each labelled with a capital letter. The numbering of the questions is continuous throughout the entire checklist.

A. Coordination, Leadership and Philosophy YES NO

1. Is there an active testing committee representative of some or all of the staff of the school/district? ___ ___

2. Is there a written statement of the duties of this committee? ___ ___

3. Do members of this committee have course work in the area of tests and measurements? ___ ___

4. Is there a system-wide testing director? ___ ___

5. Is there a written statement of the purposes of the school/district's testing program? ___ ___

6. Are these testing program purposes in harmony with the stated philosophy and objectives of the whole school program and with school and district policies on assessment? ___ ___

7. Are school board members, parents and other citizens well-informed as to the extent and purposes of the testing program? ___ ___

B. In-service Training Programs Related to Testing

8. Are in-service training opportunities provided for those who administer, score, and interpret standardized tests? ___ ___

9. Are in-service opportunities provided teachers for improvement of teacher-made classroom tests? ___ ___

10. Does the school staff library have references on areas covering teacher-made classroom tests and uses and interpretation of standardized tests? ___ ___

YES NO

11. Are specialists in the area of tests and measurements available for assistance with problems as they arise? ___ ___

C. Selection of Tests

12. Are all tests selected by recognized professional and technical standards? ___ ___

13. Do those selecting tests have specimen sets available for study and such critical reviews of tests as appear in Buros' Mental Measurements Yearbooks? ___ ___

14. Whenever practical, are tests field-tested on small samples of students before broad application? ___ ___

15. Are all tests based on objectives that are appropriate for the ability level and instructional program of the students involved? ___ ___

16. Is there a periodic evaluation of each test in the program to determine whether it should continue to be used? ___ ___

D. Testing Facilities

17. Are rooms where testing takes place satisfactory in terms of
    a. freedom from outside distractions? ___ ___
    b. adequate lighting? ___ ___
    c. adequate ventilation? ___ ___
    d. work space for each student? ___ ___

18. Are there adequate, carefully supervised facilities for storage and control of testing materials? ___ ___

19. Are all testing supplies subject to continuing inventory and checked as to usefulness? ___ ___

E. Administration and Scoring of Tests

20. Are teachers and counselors involved in determining when tests will be administered and for what purpose? ___ ___

	YES	NO
21. Is the person administering the test always prepared for the task?	___	___
22. Are the purposes and importance of each test made clear to students before the test is given?	___	___
23. Are persons present to assist with the administration of tests to groups when desirable?	___	___
24. Is the timing of the testing disruptive of the other activities of the school?	___	___
25. Do teachers and counselors spend an inordinate amount of time scoring, tallying, graphing and filing test results?	___	___
26. Are test scorers always carefully instructed for their tasks?	___	___
27. Are all student answer sheets carefully checked for possible errors in scoring?	___	___
28. Are services of a trained psychologist or psychometrist available for testing individual students?	___	___

F. Facilities and Means for Use of Test Results

29. Are test results filed in places easily available to the persons who should use them?	___	___
30. Are definite means employed to encourage wider and more thorough use of test results?	___	___
31. Are there rooms, private and quiet, in which counselors and others can confer with pupils?	___	___
32. Are cumulative test records carefully reviewed periodically, so as to be sure that test data and other material are properly organized and as easily useable as possible?	___	___

YES NO

33. Is a test handbook describing the testing program and covering such areas as uses and interpretation of test information readily available for teacher reference? ___ ___

34. Are counselors and teachers encouraged to make use of the item analysis technique for studying difficulties of individuals and their classes as a whole? ___ ___

G. General

35. What are the strong points in the testing program?

36. What are the weak points in the testing program?

37. What improvements can be made in the testing program during the coming year?

TITLE: TESTING FOR COLLEGE ADMISSIONS: TRENDS AND ISSUES (INCLUDES SECTION ON TEST COACHING)
PUB. DATE: 1981
LENGTH: 174 PAGES
ERIC NO.: ED 206 697

The current national controversy over standardized testing affects American education from elementary schools to institutions of higher education and confronts educators, school officials and others with difficult questions. For nearly two decades many educators and much of the public have been concerned and alarmed by reports of declining college admissions test scores. Broad media attention focusing on declining college admissions test scores has resulted in public concern and a demand for immediate remedies for what many perceive to be a decline in educational quality throughout the nation.

College admissions tests are designed to measure abilities and skills developed over many years, both in and out of the classroom. Although standardized tests such as the SAT and ACT were not designed to indicate elementary or secondary school effectiveness, evaluate school instructional programs, or indicate an individual's innate intelligence, such functions have become popularly accepted as attributes of these tests. Initially these tests were developed to supplement the college applicant's previous academic record and accomplishments; place applicants from diverse economic, geographic, and educational backgrounds on an equal footing; and assist in academic counseling and placement. Although college admissions tests continue to serve as admissions tools, they have gained public visibility and interest that is not in keeping with their intended function. There are many who believe that the problem is not specifically how to improve the test scores of college-bound students, but rather how to improve their skills along with the skills of other students to read, write, compute, and comprehend at higher levels.

The relationship between declining test scores and possible causal factors, and the relationship between special preparation or coaching and improved admissions test scores, are highly complex, with many variables. In examining college admissions testing and test score trends, school officials and other concerned persons face questions such as: What do changes in admissions test scores mean for students, school, and community? How can students be provided with the highest quality educational experiences possible? Should special preparation for college admission be a major focus of secondary schools? Which types of students might benefit the most from any such special preparation? How can all students be insured an equal opportunity of access to the educational institutions of their choice? Are there better ways of assessing student potential for college admission?

It is difficult to separate the political aspects of the standardized testing controversy from the tests themselves and focus on practical educational decisions that provide the basis for sound education. Additional research is needed to determine exactly the effects of both short-term and long-term preparation or coaching on student learning, particular student populations, circumstances under which an individual may benefit from coaching, whether coaching is better than regular classroom instruction with equivalent motivation, and how this may translate into improved admissions test scores. Additional data are not currently available, so important educational decisions and policy evaluations must be made based on the information at hand.

Theories for the decline in college admissions test scores include a host of possible causal factors such as the teaching of minimum skills at the expense of developing more complex skills; a decline in intellectual standards; changes in the promotion policies of schools; changes in the composition of the test-taking population; decreasing amounts of time spent on tasks; increased drug usage among high school students; and exposure to radioactive fallout from atomic bomb blasts. The extent of influence of some or all of these elements, if any, remains vague. The "blue ribbon" Advisory Panel on the SAT score decline concluded that there were actually two separate SAT score declines characterized by different causal factors, including the following:

1. The first decline between 1963 and 1970 was due primarily to changes in the population taking the SAT. Compared to the past, the SAT was measuring a broader cross section of American youth

which included larger proportions of characteristically lower scoring groups of students from disadvantaged socio-economic backgrounds, ethnic minorities, and women. The Panel estimated that this accounted for two-thirds to three-quarters of the SAT score decline during the period.

2. The second decline, according to the Advisory Panel, which occurred between 1970 and 1975, was due to pervasive changes affecting both higher- and lower-scoring groups alike and related to events in the schools and the society at large. The Panel concluded that there was no one cause for the SAT score decline, but rather, a "virtually seamless web of causal connections."

3. The causal connections identified by the Panel included: reduced continuity of study in major fields; increases in student absenteeism; grade inflation (indicating declining educational standards); increased use of pictures, wider margins, and shorter words and sentences in textbooks; extensive time that students watched television which detracted from homework and time spent developing academic skills; changes in the role of the family, especially the increasing number of children in single-parent families; changing life styles, values, higher mobility, drugs, and increasing problems of discipline.

4. The Panel was unsure about how the disruption of national life during the 1967-75 period (Vietnam War, political assassinations, burning cities, corrupt political leadership) might have affected the motivations of test takers. But the Panel noted an apparent dimunition in students' learning motivation.

5. The Advisory Panel continued that the SAT score decline was a complex subject filled with nuances, qualifications, and doubts. The SAT is a "limited instrument" and should not be viewed as "the sole thermometer for measuring the health of school, family, and student."

The controversy over standardized testing has escalated into a national debate in which test makers are under extreme criticism, if not an all-out attack, from consumer groups, public interest groups, and educational organizations. Some of the important criticisms directed toward admissions tests and the role of test makers, as well as responses to those criticisms, include:

1. Standardized tests serve as gates that screen out disproportionate numbers of blacks and other minority candidates from employment and educational opportunities.

   Since each college establishes its own admissions criteria, there is no single gate in the admissions process. Standardized tests, moreover, are a means of testing *in* rather than of testing *out*.

2. Test takers are involuntary consumers who must either patronize the test makers or abandon their own educational plans.

   The institution to which the applicant applies stipulates the requirements, not the test maker. Many colleges exempt applicants from admissions tests or use other methods of evaluation.

3. Test makers are not accountable for services purchased by the public.

   Test makers are accountable to the public. Test information, including sample tests and interpretation of scores and their meanings, is widely distributed to students.

4. Since testing organizations are selling consumer products nationwide, they bear little economic resemblance to other nonprofit groups such as churches, hospitals, and schools.

   Because testing organizations are operating in the public's interest, their tax-exempt status is similar to other nonprofit organizations such as churches, hospitals, and schools.

5. Test makers' files contain vast amounts of personal, educational, and psychological information on millions of people.

   Test data and other information are provided voluntarily by test takers. Nonetheless, this information is carefully guarded to insure confidentiality; it cannot be released without the candidate's permission.

6. The costs of test development have been greatly exaggerated since it takes very little time to produce new test questions and many of these questions are reuseable.

   Test development involves detailed steps which are numerous, time-consuming, and costly, including steps to eliminate cultural and racial bias and pretesting questions before they appear on a test.

7. Because the standard error of measurement is large, test scores are at best only approximations; yet colleges make fine distinctions among candidates based on scores that are less than the standard error of measurement.

   All forms of measurement and evaluation contain some error, including grades, letters of recommendation, and personal interviews. Tests help eliminate unfair judgments arising from grades as well as the old boy/old girl network. Those who evaluate admission materials submitted by students should not make fine distinctions among the candidates' test scores.

8. Standardized tests such as the SAT do not measure aptitude, but rather how a test taker responded to a few multiple-choice questions. The results of the test are then presented as indicators of the quality of an individual's mind.

   Standardized tests such as the SAT are not designed to assess innate intelligence or unchanging abilities. Tests do not measure a person's worthiness as a human being; they are described as aptitude tests because they are not tied to a specific course of study or school curriculum.

9. Standardized tests do not measure important human qualities such as creativity, determination, stamina, idealism, wisdom and judgment.

   Standardized tests remain the best indicators of student ability regardless of a student's school curriculum, or socio-economic background; they are not designed to measure creativity, idealism, or other important human attributes.

10. Standardized tests place blacks and other minorities at a disadvantage based on their lower than average test scores rather than their past school performance.

    While minority students may achieve lower test scores than whites, it is not the fault of the tests. Tests may reveal the inequality; they do not create it. Tests have opened doors of opportunity to minority and disadvantaged youths over the past two decades.

11. Standardized tests rank people according to their family income and discriminate between wealthy, middle, and working classes.

    Test scores do relate to family income and economic background, but many students from high income groups earn low test scores, while many students from low income groups earn high test scores.

12. Test scores add little to the prediction of college grades over the high school record alone, while other forms of assessment can predict college success nearly as well or better than test scores.

    Test scores provide a strong incremental addition to the validity of predicting college success. Moreover, test scores are not usually considered by themselves but are used in conjunction with high school grades, letters of recommendation, personal accomplishments, and personal interviews. Tests may not be perfect, but they are useful.

13. Diverse approaches are needed to assess properly a test taker's potential to perform college-level work. Because of economic and political considerations, test makers have an interest in maintaining the status quo.

    Tests do not perpetuate an unjust social system. They reduce the unfairness due to subjective assessments of personal qualities and serve to identify talent from diverse backgrounds.

TEST COACHING

Interest in special preparation or coaching on standardized examinations for admission to undergraduate, graduate, and professional schools nationwide continues to be strong. Test critics and advocates disagree on whether schools can or should attempt to improve admissions test scores. In either case, both sides emphasize that special preparation activities should not infringe on the regular high school curriculum to the exclusion of other curricular needs. Research findings on the effects of special preparation on college admissions examinations appear to be inconsistent because of (1) variations in the duration and quality of special preparation (2) effects of student motivation and self-selection (3) differential growth in verbal and mathematical reasoning skills over time (4) lack of perfection in the measuring instruments involved and (5) uncontrolled factors in research design. Consequently, some students might experience significant score increases while others might experience significant score declines.

The wide variety in the types of test preparation programs currently available make it difficult to interpret the results from the research and literature on the possible effects of coaching for college admission tests. Traditionally, the terms "coaching" and "special preparation" applied only to short-term drill or practice on sample test questions for a few hours. More recently, coaching and special preparation of longer duration, up to 40 hours, has been referred to as "instruction" or "extended educational experience." There is general agreement that as special preparation moves from short-term drills and cramming to formal instruction of sufficient quality and duration in reading comprehension and mathematical concepts (whether through intensive independent study, additional academic courses, wide-ranging reading, or extended educational experiences such as an 8-to-10 week commercial preparatory course with homework) greater improvements can be expected in a student's admissions test score. Test critics maintain that a recent College Board study of the effectiveness of special preparation programs at eight private and public schools, which employed both control and treatment groups and averaged 13 hours of instruction, may have been of such short duration that meaningful improvements in test scores did not occur.

From 1967 to 1980 the decline in SAT scores for males and females combined (42 SAT-F and 26 SAT-M points) was 68 points. The 25 test points attributable to the effects of special preparation, as estimated by the College Board, correspond to approximately 37 percent of the total decline in test scores between 1967 and 1980. The 50 test questions attributable to the effects of special preparation, in a study by the Bureau of Consumer Protection of the Federal Trade Commission, correspond to approximately 74 percent of the total decline in scores between 1967 and 1980. The 100 test points attributable to the effects of special preparation, in a report by the Boston Regional Office of the FTC, exceed the total decline by 47 percent. The maximum amount of test points ever attributed to special preparation (143 test points, according to the National Education Association Study) exceeds the total decline in test scores over the 13-year period by 110 percent.

The possibility that large numbers of students receive special preparation or coaching of an extended nature similar to "formal instruction" in commercial coaching schools or in special preparatory classes, especially in private college-preparatory high schools, calls into question the claims of test makers that standardized test scores place students from diverse geographic, socio-economic, and educational backgrounds on an "equal footing." There is some evidence that students who are underachievers (those who do not perform well on standardized admissions tests in light of their previous grades in school, class rank, and personal characteristics) might benefit more from special preparation than students of higher developed academic abilities. The possibility that coaching and other forms of special preparation for taking standardized tests for college admissions could even mildly improve the test scores of underachievers and others, under certain conditions, raises the issue of possible discrimination and the denial of equal access to educational institutions. This is especially relevant for economically and socially disadvantaged students who cannot afford the cost of a commercial coaching school or who do not attend a high school that offers special preparation or rigorous academic courses. Considering the differences in the composition of the initial standardization group of 10,654 college-bound high school seniors who were administered the SAT in April 1941 (whose mean score average was 500 and to which all subsequent groups of SAT takers have been indirectly compared), and the changing composition of today's college youth, which includes one million SAT takers and greater proportions of Blacks, Hispanics, women, and disadvantaged students than in the past, the question arises as to whether it is educationally desirable to maintain an "unchanging standard" for measuring college potential.

When making decisions regarding the preparation of college-bound students for standardized admissions examinations, school administrators and policy makers face a basic decision: do the relative merits of attempting to improve admissions test scores through a test preparation program outweigh any possible negative effects to the institutional program for students hoping to enter colleges not relying heavily on admission test scores? In secondary schools planning to implement special test preparation activities there are a host of factors to consider, including whether:

1. there will be curricular effects from teaching for the tests;
2. the activities will be elective, extra-curricular, or incorporated into the regular classroom;
3. juniors or seniors or both should participate;
4. the activities should be of short-term or long-term duration;
5. the program should focus on both vocabulary and mathematical skills or include other content matter;
6. commercial review books or teacher handouts or both should be used;
7. homework should be assigned;
8. the program will be free or reflect charges for instructional time and materials used;
9. there will be any political consequences for test preparation activities.

The College Board advises secondary schools concerned with improving their students' admissions test scores to strengthen the regular curriculum and administer to groups of students the complete sample test contained in the CEEB booklet *Taking the SAT*. Some students who are not acquainted with the SAT may benefit from (1) a review of mathematical concepts, especially if they are not enrolled in a mathematics course; and (2) instruction in test-taking skills--including the format of the test, using time efficiently, knowing how to approach different types of questions, and knowing when to guess sensibly.

The National Education Association (NEA) advises that free coaching should be provided in order to assure "equity in access" for all students to the college of their choice. NEA further stresses that there are alternatives to the admissions test which can better indicate a student's potential to perform college-level work. The teacher association recommends that in the admissions process college and universities should:

1. place greater reliance on descriptive statements of students' academic achievement, strength, personal qualities and activities;
2. place greater value on students' products in art, science, and the performing arts;
3. assess students' work experiences and personal events;
4. encourage universities to hold discussions with students; and
5. open admissions to universities for students willing to accept a challenge.

Statements by educators and officials from colleges and universities professional associations representing educators in various areas (such as reading, English, mathematics, and secondary schools), national teacher organizations, and test makers provide an array of recommendations for improving the standardized test scores of secondary school students. The most frequently cited recommendation by educators for improving college admission test scores is the importance of a strong secondary school curriculum, including 3-4 years of English and mathematics, broad-ranging student reading, and an increased emphasis on written English. Other frequent recommendations for improving test scores include a serious commitment to education by parents and the community, a familiarization of students with test formats, and practice with test materials provided by the test makers.

Some believe that special preparation, whether contained within the traditional high school curriculum or obtained through commercial coaching schools, will help students raise their test scores. But others, in particular the test makers, contend that coaching is not really necessary for students to excel on the SAT or the ACT. Instead they emphasize the importance of a strong overall curriculum experience for students. When considering possible responses to declining college admissions test scores and ways to increase such scores, it is important to take into account that these tests are designed to measure higher levels of reading and mathematical comprehension. School programs designed to improve college admission test scores should not be confused with programs to improve functional literacy or minimum competency.

TITLE: EVERYTHING YOU WANTED TO KNOW ABOUT TEST WISENESS
AUTHOR: FORD, VALERIA A.
PUB. DATE: 1973
LENGTH: 30 PAGES
ERIC NO.: ED 093 912

Test-wiseness has been defined as the ability to manifest test-taking skills which utilize the characteristics and formats of a test and/or test-taking situation in order to receive a score commensurate with the abilities being measured. If it could be assumed that all but inborn factors were equal for all learner's (e.g., environment and/or training), the test scores obtained could be considered as representing the learner's true ability. If the nature of the test material is such that some students are at an advantage from having past experiences in test-taking, then some inaccuracy in measurement can occur.

A test-wise examinee can be expected to obtain a higher score on an aptitude, achievement, or teacher-made test, than an equally competent examinee who lacks test sophistication. Minority spokesmen argue that part of the reason for lower scores for their children results from a lack of familiarity with the "tricks" of taking a test. If, in fact, test scores for children of certain backgrounds are lower as a result of a lack of familiarity with some noncontent factor (e.g., not knowing when to guess, misunderstanding instructions), then the argument may be valid.

Test constructors have attempted to reduce the variance in test scores resulting from degrees of test sophistication by writing clearer directions, eliminating specific determiners (e.g., often, seldom, always, must, etc.); however, some have conjectured that test-wiseness produces an additional source of test-related influence in educational test scores beyond that due to item content or random error. In an effort to assure that knowledgeable students are not unduly penalized by poor examination skills, considerations have been given to training individuals who lack test sophistication. Test-wiseness may be a cognitive factor, one which is measurable and subject to change either through specific test experience or training in a test-taking strategy. Consequently, rather than viewing test-wiseness as insignificant or undesirable, a growing number of recent investigations suggests that people should be given training in "how to take tests."

Research has identified useful strategies for taking tests which coincide with or expand principles of test wiseness. The following outline is developed from a variety of learning programs related to test wiseness.

I. Instructions in general test-taking strategies

A. Follow directions

1. Listen carefully over an expanded period of time [standardized tests contain important directions that are read orally.]
2. Pay close attention to directions concerning allotted time and penalty contingences.
3. Be sure to understand directions [if directions are not understood, ask the examiner immediately for clarification].

B. Properly mark responses (item response mode)

1. Understand the proper way to mark responses [if the appropriate way to mark responses is not clear, immediately ask the examiner].
2. Remember that different parts of standardized tests require the ability to make appropriate responses, as required, for each of the different parts of the test.
3. Remember to select the correct alternative, identify the alternatives' code and item number, and transfer this information from the test booklet (if necessary) to the answer sheet.

C. Use time efficiently

1. First answer questions of which you are sure.
2. Then do the more difficult and time-consuming questions.
3. Check answers during any remaining time to assess correctness and avoid careless mistakes.
4. If time permits, return to those questions previously omitted.
5. Don't ponder over alternatives.

D. Learn when and when not to guess

1. Guess only after an honest attempt has been made to answer the question.
2. Guess, especially if one or more wrong answers can be identified.

3. If there is no penalty for guessing, answer every question since any question answered correctly will add to the total number correct.
4. If the test is a power test, with a penalty for guessing, omit any question for which at least one choice cannot be eliminated.

E. Miscellaneous tips

1. Do not hesitate to change an answer, if you feel you should, since the percentage of wrong to right revisions tends to exceed right to wrong.
2. Examine carefully all possible responses before attempting to choose the correct answer.
3. Learn to concentrate attention to test-relevant variables while directing attention away from self-evaluative ruminations.
    a. Don't worry about your performance or how well others are doing.
    b. Don't ruminate over alternatives.

II. Instructions in strategies specific to item format

A. Answering analogy questions

1. Learn to recognize common kinds of relationships presented in analogy questions [purpose, cause-effect, part-to-whole, part-to-part, action-to-object, object-to-action, synonym, antonym, degree, characteristic, sequence, grammatical, numerical, association.]
2. Plan a strategy for answering analogy questions - learn to form an immediate associate relatedness among the words in an analogy item.

B. Answering multiple-choice questions

1. Eliminate options known to be incorrect and choose from the remaining alternatives.
2. Eliminate similar options, i.e., options which imply the correctness of each other.
3. Eliminate those options which include specific determiners.

4. Select the option which resembles an aspect of the item, such that a name or phrase is repeated in both the item and alternative.
5. Look for correct alternatives which are longer and in some cases more precise and specific in meaning than other alternatives.
6. Be alert to grammatical clues in the item.
7. Watch for overlapping distractors in which the truth of one alternative implies the correctness of several others.
8. Beware of one item "giving away" the answer to another item occuring in a latter part of the test.

Test wiseness appears to be an important component of an individual's test score and seems amenable to the type of instructional program observed in specific courses in the schools. It follows, therefore, that an attempt should be made to identify students who are low in test wiseness, and that such students should then be instructed in the aspects of test wiseness. The objective of such a learning program would be to decrease some of the error of measurement resulting from the influence of test wiseness on test scores and the handicap under which many examinees apparently operate.

Once a learning program in test wiseness has been developed, periodic practice and/or instruction in standardized and teacher-made test-taking techniques for all grades would lend more credence to the practice of making decisions regarding an individual according to scores on group-administered tests.

A test wiseness program can be designed to be implemented by: (1) teachers who wish to incorporate instruction in test wiseness into their regular classroom curriculum; (2) counselors in individual or small group guidance sessions prior to a major exam; (3) individual students who wish to become more familiar with the art of taking tests; or (4) any combination of the above.

Based upon empirical research, the following items should be incorporated in a student handbook.

1. Practice tasks intended to permit familiarization with items under a variety of conditions:
    a. sentence completion
    b. antonyms
    c. analogies
    d. reading comprehension
2. Information as to why the test is administered.
3. Factors involved in scoring tests.
4. Explanation of test norms and percentile ranking (illustrate to students that with as few as three or four additional correct responses, one's percentile rank may increase as much as 10 points or more).
5. Discussion of what the test results will be used for.
6. Rationale of scoring formulas.
7. Examples of simulated directions similar to those the applicant will face in formal testing.
    a. instruction in comprehending various oral and written directions.
8. Instruction in marking answers on separate answer sheets.
9. Simulated tests (discontinued test forms) in which the candidate becomes aware of working against time.

TITLE: CURRENT PRACTICES IN THE IMPLEMENTATION
OF MINIMAL COMPETENCY TESTING PROGRAMS
PUB. DATE: 1981
LENGTH: 53 PAGES
ERIC NO.: ED 209 296

The essential questions that need to be addressed by any group contemplating the development and implementation of a Minimum Competency Testing (MCT) program fall under at least three headings: (1) specific MCT-related questions; (2) specific programmatic questions; and (3) administrative questions. MCT-related questions are those associated with the tests themselves, while programmatic questions raise concerns about the use of the tests. Finally, administrative questions concern the "nuts-and-bolts" issues of how the MCT-related and programmatic questions will be addressed. Although there is an enormous amount of overlap amongst these three groups of questions, it is important, however, to keep in mind that the three groups form a system of concerns which must always function as a unit in order to address their component problems and issues most successfully.

MCT-Related Questions. There are three key testing issues in all MCT programs: (1) defining competencies; (2) identifying suitable tests or testing procedures; and (3) setting standards to differentiate those certified as demonstrating competence from those not certified.

Defining Competencies. Obviously, the identification of the competencies to be measured depends on many issues which must be resolved early in the planning phase. Although one program might choose to focus on basic skills or school subjects, and another on life areas, it is possible that these may be measured in combination (basic skills applied in school subjects) or even separately for different groups of students (dependent on the specific instructional program in which a student is enrolled). However, there must be a match between tests and instruction, and this area is ripe for legal challenge. School districts using MCT, especially as a graduation requirement, must be able to document in some objective way what is happening in the classroom. Consequently, the competencies which are identified and selected for measurement must not be independent of the school curriculum, or if so, the district must commit itself to to developing and implementing appropriate instructional programs.

The selection of competencies cannot be taken lightly. Strong definitions of purpose should first be developed as a framework within which the decision-making process can occur. It has, in fact, been suggested that the process through which the lists of competencies are to be compiled is, unfortunately, equally vulnerable to question. Certainly, one of the best ways to anticipate potential problems and, perhaps, serious legal challenges to MCT programs, is to carefully study the problems which others have encountered in their MCT programs. Some of these major problem areas emerged at a series of MCT conferences sponsored by the Education Commission of the States. The following test construction concerns were identified in the conference report:

1. Selection of Items
    - may be difficult
    - should relate to objectives
2. Curricular Validity
    - knowledge and skills being tested must be in the curriculum
3. Amount of Testing
    - criterion-referenced tests are generally longer than norm-referenced tests
    - a great deal of other testing is already included in most district programs
4. Changes in Curriculum Content
    - updating of curriculum in response to new knowledge, modern technology, and so on, makes it difficult to construct long-lived tests or to anticipate future needs
5. Test Security
    - using the same test more than once creates test-retest problems, group-group comparisons, and so on
    - creation of alternate forms, item banks, and other approaches are costly
    - parents and teachers may have a right to see the tests for various purposes
6. Make the Test? Or Buy the Test?
    - local construction may lead to greater ownership and more successful test outcomes

- published tests may be more soundly constructed but not necessarily transferable to the local situation
- local construction will be more costly because of personnel and time needs

7. Evaluating Affective and Psychomotor Development
   - it may not be possible, or even desirable, to apply minimum standards to attitudinal areas

Tests and Testing Procedures. Another area which must be explored concerns the kinds of tests which should be developed and administered, including:

1. Actual performance situations in later school or on the job, the ideal testing situation.
   - Expensive
   - Time consuming (years)
   - Results too late to help
2. Simulated performance situations in the school, a good testing situation.
   - Cheaper, takes less time, quick results
   - Situations are not real and results may not match actual performance
   - There are few good tests available
   - Takes more time and money than paper-and-pencil tests
3. School products and performances are things students make or do while studying in school.
   - Not as good as simulated performance testing (student usually has help, test pressures are missing, it is hard to score results)
   - Takes less time and money than arranging special simulations
4. Paper-and-pencil tests in the classroom.
   - Measure a narrow bank of knowledge or skill
   - Far removed from actual performance situations
   - Results may not predict actual successes in later school and life
   - Quick, easy, cheap, and available

As schools move away from actual performance situations in life and move toward paper and pencil, testing becomes easier and cheaper, but the test results become less likely to predict later success. Deciding which type of test to develop, then, is a difficult problem which must be resolved early in the planning process since different types of tests will most likely yield different results.

A Phi Delta Kappa (PDK) report made the following recommendations related to test construction:

1. Any school district which chooses to implement a program of Minimal Competency Testing should have available for public scrutiny a position paper which discusses the process used to develop the test or tests used to measure minimum competencies within the school district.

2. Any minimal competency tests should be developed by educators in a school district or group of contiguous districts. As a result, the probability of a match between pupil characteristics, instructional outcomes and test items will be increased.

3. Such tests be generated from a publicly available analysis of the domain or content area which the test samples. This analysis should be developed by the school districts that use the test.

   Examples of appropriate analyses are task descriptions, learning hierarchies and various kinds of flow charts.

4. The analysis of the domain or content area is reflected in the design of instructional lessons and units to insure a match between what is taught and what is tested. This match should be at the appropriate level of learning, for the most part conceptual as opposed to mechanical.

5. Implementers of MCT Programs must provide interested persons with a written explanation of the process used to:
   a. Demonstrate an acceptable level of test reliability.
   b. Demonstrate an acceptable level of test validity.

   This explanation should extend beyond an uncritical acceptance of of publisher's information.

6. Implementers should provide interested persons with a written explanation of the performance standards upon which tests are based. The explanation should include an evaluation of other standards

which might have been used.

For example, is the standard a mastery or proficiency level? Is it an arbitrary cutoff score?

The test construction concerns, the four kinds of tests, and the six PDK recommendations serve to reinforce the need for exceptional MCT preplanning. An appropriate model program should provide for representative community-based participation. This participation may include identification and clarification of goals and objectives, identification of competencies and groups to be tested, determining how and when to test, and helping to set standards. For districts electing to construct their own tests, or even choosing to modify existing tests, consultant experts may be required to assist with most of these activities.

Setting Standards. Minimum competency levels should be set by representative groups of teachers, administrators, board members and citizens. This practice would seem appropriate if legal problems are to be reduced but, also, because of the necessary sharing of responsibility for learning by the school, the student, the home, and the community. It is important, too, for the competency test, as much as for entire MCT programs, to reflect the ideas of everyone who is involved, either directly or indirectly.

However, the question remains as to whether mandatory standards will insure instruction in the basic skills and improve the learning/teaching process. The answer to this question is political as well as technical because problems arise concerning the control of schools and instruction. In a test-conscious society people look at the test results and, unfortunately, too often lose sight of the processes that precede it. It seems clear, then, that test development activities should have a sound foundation of goals and objectives, and should be based on a direct relationship with the intended curriculum and instructional process.

Programmatic Questions. The kinds of tests which are developed or selected will, to a very great extent, be determined by the goals and objectives of the competency program itself. Likewise, the use of the test results may also be greatly determined by the program.

Some tests may be used to help identify the competencies which the schools will be responsible for teaching. *All* students may be required to master these skills. Grade promotion or graduation may be determined by the student's scores on the tests.

Requirements may only be reflected in mandatory assignment to remedial classes for students who cannot meet the established minimum standards. Tutorial services, special classes, alternative tracking, and extensive parent-teacher-administrator-student conferences are all variations of this theme. At the extreme are those programs which might encourage such students to drop out of school, or, perhaps, to offer a certificate of program completion rather than a standard diploma.

Regardless of the purpose for which a test is used, MCT programs face a potential multitude of problems, including these six major sources of legal difficulties.

1. Racial Discrimination
    - Is the test culture free?
    - Is there a possibility of "prior effects?"
    - Does the test reflect the pluralistic society experienced by the student population?
2. Inadequate Phase-In
    - Is the use of the test commensurate with the pretest notice given to students?
    - Was the pretest experience of the students sufficient for the test?
3. Reliability and Validity Problems
    - Was the test evaluated before being used as intended?
4. Matching the Test with the Instruction
    - Did the test measure what was taught?
5. Inadequate Remedial Instruction
    - Does the program provide for multiple evaluation, learning, and remedial opportunities?
6. Apportionment of Responsibility
    - Do students and educators share responsibility for learning in an equal way?

A two-phase program may help alleviate some of these concerns. Phase I would be a testing program based on the curriculum and instruction to which students had already been exposed. Phase II would then be based on a new curriculum and instructional approach which would be based on the goals and objectives of the selected MCT program and on the agreed-upon use of the test results.

Administrative Questions. Planning and implementation efforts require a vast amount of attention to many major details. The following potential pitfalls may limit the effectiveness of MCT programs:

1. Losing sight of the students' needs.
2. Allowing the test to determine the curriculum and instruction.
3. Assuming that a state's legislation or testing program will transfer appropriately to a new situation.
4. Trying an untested program of minimum competency testing to high school graduation or teacher evaluation.
5. Implementing a program without a broad base of support at grass roots level.
6. Not allowing enough time for selecting competencies, determining standards, piloting tests or planning curriculum revisions.
7. Asking for a "Cadillac Model," but allowing only a "Model T" budget.
8. Ignoring the special subpopulation needs (bilingual, handicapped, learning disabled).

In effect, the complex issues within MCT become clear, but not necessarily solved, very early in the planning phase. This can be a primary source of problems to MCT programs because enthusiasts of minimal competency testing seem inclined to rush into implementation without considering the ambiguities involving the ideas on which such testing programs are based. Since these programs are not only expensive to implement properly and are, in addition, very often open to legal attack, it is an imperative that great care and consideration be given to them during the entire planning period.

MCT program developers face a multitude of problems. The way in which these problems are addressed will have an important bearing on the success of the program. It is critical that development activities take into account not only the experiences of other MCT developers but, also, of the special needs of their own community. The consequences of poor planning,

planning in isolation, and of a low budget will be, at best, a minimally effective program and, at worst, serious court tests of the implemented program.

TITLE: STATE MINIMUM COMPETENCY TESTING PROGRAMS. RESOURCE CATALOG. FINAL REPORT
AUTHOR: MILLS, GLADYS H.
PUB. DATE: 1980
LENGTH: 314 PAGES
ERIC NO.: ED 190 657

This annotated bibliography is intended for state education policy makers and includes resource and study guides, legislative and board action, conference speeches, reports and proceedings, curriculum guides, journal articles, and monographs. The listings cover the full range of the history, philosophy and rationales for minimum competency testing, legislation considered and enacted, planning and development of tests and remediation programs, research studied and suggested, and success and failures of minimum competency programs. Item availability is noted. Citations are arranged by title within each state: a separate section lists 50 items arranged by their contributing research organization. A directory of 150 contact persons precedes the separate author and title indexes. States represented are: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, and Wyoming.

TITLE: STATE MINIMUM COMPETENCY TESTING PROGRAMS: RESOURCE GUIDE. LEGISLATION AND STATE POLICY AUTHORIZING MINIMUM COMPETENCY
AUTHOR: PIPHO, CHRIS
PUB. DATE: 1980
LENGTH: 31 PAGES
ERIC NO.: ED 190 656

This Resource Guide to legislation and state board policy on minimum competency testing is designed to provide a better understanding of the legal basis for the minimum competency testing mandates in the various states by exploring: (1) the differences between state board mandates and legislation; (2) details of the mandate requirements (i.e., subject areas, grade promotion and graduation requirements); and (3) the range of options called for as related to the test, the implementation strategy, the involvement of citizens and the type of remediation programs specified. The primary focus of the guide is to show how the wording in the mandates gives each state law or state board policy an individualistic approach to the same problem.

Thirty-eight states' laws or mandates are described: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, and Wyoming. (This document is related to the previous citation, ED 190 657.)

TITLE: THE SELECTION AND EVALUATION OF TESTS. DIRECTOR'S HANDBOOK: TOPICS IN TESTING, MEASUREMENT, AND EVALUATION
AUTHOR: CONWAY, MALCOLM J.
PUB. DATE: 1979
LENGTH: 16 PAGES
ERIC NO.: ED 190 664

An advisory committee representing counselors, curriculum specialists, students, teachers, and community members should participate in selecting standardized tests for school districts. The committee should : (1) identify test purposes in relation to needs and objectives--diagnosis, placement, career guidance, program evaluation; (2) describe the group(s) to be tested, consider costs, and predetermine minimum acceptable levels of reliability and validity; (3) check sources of test reviews--Mental Measurements Yearbook and the companion Tests in Print, publishers' manuals, journals, textbooks, and consultants; (4) narrow the search; (5) evaluate the remaining tests against predetermined criteria; (6) conduct a pilot test; (7) submit recommendations to the school board; and (8) monitor testing program implementation. A needs assessment checklist, list of objectives, and test evaluation checklist are appended.

TITLE: MEASUREMENT AND TESTING: AN NEA PERSPECTIVE.
NEA RESEARCH MEMO
AUTHOR NORMAN, CAROL A.
PUB. DATE: 1980
LENGTH: 80 PAGES
ERIC NO.: ED 213 762

The National Education Association (NEA) has examined several issues related to testing and measurement that provide test users (counselors, teachers, administrators, curriculum specialists, school board members) with general background information the five sections focus on:

1. The meaning of measurement, the language of testing, and the standards for test evaluation.
2. The issue of test coaching with an analysis of SAT data concerning differences between coached and non-coached students and a discussion about test coaching in high schools.
3. The involvement of commercial test publishers in statewide testing programs.
4. The NEA position on testing, including support for the idea of open tests and the release of all test items and answers after test administration to help students learn.
5. Truth-in-testing legislation to promote public accountability of the testing industry and the schools.

TITLE: A COUNSELOR'S GUIDE TO VOCATIONAL GUIDANCE INSTRUMENTS
AUTHOR: KAPES, JEROME T; MASTIE, MARJORIE MORAN
PUB. DATE: 1982
LENGTH: 254 PAGES
AVAILABILITY: NATIONAL VOCATIONAL GUIDANCE ASSOCIATION,
TWO SKYLINE PLACE, SUITE 400, 5203
LEESBURG PIKE, FALLS CHURCH, VA 22041

A fundamental tool of vocational guidance, throughout its history, has been the assessment of individual characteristics that research studies have shown to be pertinent to success and satisfaction in diverse occupational and educational opportunities. As the knowledge bases in test construction, differential psychology, and the development of career behavior have expanded and become more sophisticated since the beginning of this century, the predictor and criterion variables of interest to counselors and researchers and the ways of measuring them have also changed.

As the importance of vocational guidance has become incorporated in legislation and institutionalized in a range of settings, individual assessment has grown in value for several purposes: basic research, program evaluation, as well as individual planning. In this sense, assessment devices and procedures are both the object of research and evaluation and the vehicles by which to carry out such activity. In the aggregate, their use in gathering information about groups of persons has advanced our knowledge of career behavior and the types of interventions most likely to be effective in facilitating such behavior. In individual terms, the use of assessment devices has converted vague abstractions about opportunities for action into probabilities, (odds) that persons can consider within the context of their own value systems and risk-taking styles.

A corollary of the common use of assessment devices in vocational guidance has been expansion in the number and complexity of the types of tests and measurements available. Such growth challenges the counselor and the researcher to stay abreast of such developments and to effectively incorporate their use into practice. It is the intent of this book to make that challenge less formidable.

To that end, the components are briefly described here.

1. Ed Herr's foreword to this book does a masterful job of putting measurement into perspective as one of the tools of the counselor.
2. Frank Womer's practical summary of the principles of choosing an appropriate test could well serve as a basic reference in an introductory measurement class and will most certainly be a much-appreciated review for those whose classwork is a distant memory.
3. The Checklist of Testing Competencies and Responsibilities compiled by Nancy Garfield and Dale Prediger may be used as an informal self-evaluation device and belongs in the hands of every professional.
4. Forty individual test entries comprise the heart of this volume. Divided into appropriate categories to facilitate selection, these begin with descriptive information in a standardized format for easy comparison, followed by a brief critical review of the instrument's strengths and weaknesses by a professional(s) of acknowledged expertise. Users will find in these entries the answers to daily factual questions:

   Who publishes that?
   Is there a new edition of this yet?
   Can it be given within one of our class periods?
   How expensive would it be for me to test the entire ninth grade with this?

   Beyond these answers, users will find the kind of practical information and critique that they need in evaluating instruments for their potential use:

   Are there reasons to believe this instrument may not be appropriate for the use I have in mind?
   What other instruments of this type are there for me to consider?
   Is there an entire category of measures I have overlooked?
5. Shannon Roberts' compilation of brief descriptions of over seventy tests and inventories not selected for review offers users a number of other instruments for their consideration in particular circumstances.

6. Dave Jepsen's bibliography (Appendix A) suggests a manageable number of the best current reference sources in the area of testing should users find themselves with areas of weakness which need "beefing up."
7. APGA's policy statement, Responsibilities of Users of Standardized Tests, is appended next for its undisputed significance to professionals reading this book.
8. Publishers' full addresses follow in Appendix C to simplify requests for specimen sets or other assistance and to facilitate ordering.
9. Finally, the complete index offers users easy access to the desired information of the moment, for it has been central to all plans for this document that it will be useful, usable, and used.

II. SERVICES FOR COLLEGE BOUND STUDENTS

INTRODUCTION

In designing and implementing services for college bound students, counselors must be aware of the process that students use to select a school and the factors that help to predict where students will attend.

The geometric image of a funnel may be used as an analogy for the process a student follows prior to enrolling at a postsecondary institution. Generally, over an 18-month period, a student looks at prospective institutions from the spring of the 11th grade through the fall of the 12th grade, submits college applications from the fall through the winter of the 12th grade, and makes his/her college choice during the spring of the 12th grade. The decision to attend college probably begins during the elementary years and is closely linked to high school academic program and vocational choice. Many parents make the decision of whether or not students will go to college and then set limits about cost, location, quality, and programs.

Taking entrance examinations helps students develop a college list that initially includes local institutions, nationally recognized schools and those that parents, siblings, and friends have attended, and that is expanded as the student actively seeks information about colleges. The student narrows the list down to between three and six colleges and submits applications. The final choice occurs during the winter or spring of the senior year.

Academic and nonacademic factors affect students' decisions about college attendance. The academic variables include admissions test scores, high school grades, and preferred academic major. Nonacademic factors include geographic location, cost, parental educational background, financial aid assistance, national status of the institution, and parent/school/sibling/peer influence.

The following materials highlight the college selection process, the decision-making activities by students, and the role of the counselor in the selection process.

TITLE: HOW HIGH SCHOOL STUDENTS SELECT A COLLEGE
AUTHOR: GILMOUR, JOSEPH E., JR.; AND OTHERS
PUB. DATE: 1981
LENGTH: 39 PAGES
ERIC NO.: ED 208 705

Counselors need to be aware of the funnel-like nature of the college selection process, i.e., that a student starts with a broad conception of available higher education opportunities and through a series of steps narrows and refines this perception into the choice of a single institution. The process includes:

1. College attendance decision. The initial step involves the decision whether or not to attend college. It is influenced primarily by the student's ability and socioeconomic status.
2. Information seeking and receiving. The student who decides to go to college starts with an "initial college awareness set," namely, those institutions about which he/she knows something before initiating an information search. As he/she progresses toward the end of secondary education, he/she enlarges this set, often through systematic information seeking and receiving, into an "expanded college awareness set."
3. Specific inquiry. The student begins to send requests to specific institutions within the expanded set for catalogues and applications and may attend presentations by their representatives. This group of institutions is known as the "college consideration set."
4. Applications. The student begins to send applications to some or all of those institutions which are included in the college consideration set.
5. Admissions. The student receives offers of admission from some or all of the institutions to which he/she applied. These institutions are referred to as the "college choice set."

6. College choice. In the final step, the student chooses the college he/she will attend from the college choice set.

Four basic types of influences and factors are considered by students in their decision-making about college:

1. Academic program - reputation, quality, diversity, faculty training, etc.
2. Social climate - social life, athletic programs, fraternities and sororities, etc.
3. Cost and location - tuition, proximity to home, campus setting, etc.
4. Influences - parents, guidance counselors, alumni, teachers, friends, etc.

Counselors can help students become aware of their decision-making activities in the college selection process by using the following questions as a model or guide to define and assist the decision-making process.

Part 1: College Attendance Decision

1. College First Considered
    - a. When? Why?
    - b. Influences - What? How? Who?
2. Decision to go to College
    - a. When? Why?
    - b. Influences - What? How? Who?

Part 2: College Awareness

1. Original Schools
    - a. Which ones? Why? When?
    - b. Influences - What? How? Who?
    - c. Information sources?
2. Additional Schools
    - a. Which ones? Why? When?
    - b. Influences - What? How? Who?
    - c. Information sources?
    - d. Success in getting information?
    - e. Institutions with good information? Without?

Part 3: Application

1. Inquiries
    - a. Applications requested - When? Where? Why?
    - b. Additional applications requested - When? Where? Why?
    - c. Influences - What? How? Who? When?

2. Applications
    a. When? Where? Why? Why not?
    b. Influences - What? How? Who? When?
    c. Application forms difficult? Where? Why?
    d. Fees limit applications? How many sent?

Part 4: Variables Affecting College Choice

1. Tests - Yes or No? When?
    a. PSAT's? SAT's? ACT's?
    b. Scores sent? Where? Why?
    c. Any changes? Where? Why?
2. Referrals to Campus Visits - Yes or No?
    a. How did (would) you react?
    b. Actual campus visits? Where? When?
3. College costs
    a. How were costs determined?
    b. Financial aid offers similar?
    c. How important in final choice?
4. Influences
    a. Where? What? Who?
    b. When? How?
5. Location - Urban? Rural? Distance?
6. Institutional Environment - Size? Appearance?
7. Academic Programs - Diversity? Quality?
8. Job placement after graduation - Importance?

Part 5: Final College Choice

1. Acceptance notification
    a. When? Where? Where not?
    b. Financial aid package?
    c. Contacts before notification?
    d. Admissions processes?
2. Acceptance decision
    a. When and which did you choose?
    b. Influences - What? How? Who? When?
    c. Financial aid timing?
    d. Other important factors - What? When? Who?

Part 6: Post Admission (Follow-Up)

1. Contacts - When? Type?
2. Information - When? Type?

TITLE: GUIDANCE OF THE COLLEGE-BOUND:
PROBLEMS, PRACTICES, PERSPECTIVES
AUTHOR: HERR, EDWIN L.; CRAMER, STANLEY H.
PUB. DATE: 1968
LENGTH: 305 PAGES
AVAIL.: APPLETON-CENTURY-CROFTS PUBLISHERS

The essence of the counselor's role in a student's college selection process is to help the student determine the factors that make a difference to him/her, to determine what kinds of decisions are involved, and to identify a hierarchy of needs and values in relation to college decisions.

Several parameters assume importance as the sources of individual needs for assistance in the college selection process. These include: (1) limits set by circumstances--family financial situation, accessibility of schools and colleges, geographical factors; (2) limits set by relatively permanent physical or psychological characteristics of the person him/herself--physical handicaps, intellectual limitations, basic temperamental qualities, sex, race, age; (3) limitations based on what has and what has not been learned at various stages, or, in other words, on the success or failure the person has experienced with earlier developmental tasks; and (4) limitations affected by attitudes, values, and concepts about the self and the world.

When the counselor and student have examined the significance of these limits, the counseling activities should then focus on an exploration of alternatives which seem possible within the framework of established limits. The specific dimensions of the decision-making process have been developed into a taxonomy of college-bound student characteristics and counselor activities:

Student Characteristics	Possible Counselor Activities
1. College choice made; realistic goals; major field selected; good understanding of vocational aspirations.	1. Assist the counselee to confirm realistic nature of choice; expedite necessary steps in application process; explore strength of counselee's decisiveness; explore confidence in outcomes; explore ego involvement of counselee in the decision.

2. College choice made; unrealistic goals; desire for college but indifference to chosen curriculum; vocational disorganization; college decision made by someone other than the student.	2. Explore reasons for college desire and vocational alternatives; review post-high school educational requirements; examine probability data associated with different curricular success; examine the probabilities associated with success and failure in college and the consequences of each to the counselee; relate various curricula to future goals; explore the degree of specificity of the particular college choice and the strength of the present decision; examine the influences in the decision process.
3. College decision uncommitted; no vocational goal; shallowness of motivation.	3. Explore interest pattern of counselee; test interpretation; review past achievements; examine post-high school alternatives related to student values and self-picture; tentatively sort post-high school alternatives; explore vocational possibilities; examine post-high school alternatives to vocational possibilities; assess the family support--psychological and financial--for continued study after high school.
4. College choice dilemma; realistic goals; multiple abilities.	4. Explore student value system and expectations of college outcomes; define the uniqueness of expectations and the higher educational alternatives with the most potential for meeting expectations; assist student to relate self to non-academic factors in projected environments; explore student interests in depth; assist student to relate self-picture to characteristics of students in alternative environments.
5. Generally indecisive student; high ability; lack of adequate work habits; immature in operational attitudes and outlook; discouraged.	5. Elaborate indecision as related to general or specific attitudes; explore attitudes and work habits; explore mechanics of work habits and skill; explore counselee value system and personal history; explore social influences, etc.; explore in depth self-picture and conflicting feelings; as these factors become clear, move to vocational and educational alternatives; offer support.

Counselors can also provide assistance with the application process as well as the identification of sources for financial aids and post-high school educational information as a part of the college selection process.

TITLE: THE COLLEGE ORIENTATION WORKSHOP:
A COUNSELING MODEL AND CURRICULUM MODULE
AUTHOR: RAY, BARBARA E.
PUB. DATE: 1977
LENGTH: 81 PAGES
ERIC NO.: ED 178 814

Goal setting activities should be included in the guidance curriculum to help students identify and assess their values and begin to make decisions about college attendance, based on self-explanation and an examination of varied aspects of college life. A workshop format is often appropriate for assisting college-bound students with their decision-making activities. On the following pages are sample exercises which counselors could use in a workshop designed to help students: (1) increase self-awareness; (2) practice decision-making; (3) become knowledgeable about careers; (4) gather admissions information; and (5) become familiar with financial aids sources.

WHY DO I WANT TO GO TO COLLEGE?

ACTIVITY: Consider each of the suggested reasons for going to college listed below. Then write down your reasons on the lines provided.

To study subjects I've never studied before.
To make new friends and have new experiences.
To avoid going to work immediately.
To serve mankind.
To be on my own: independent.
To prepare for a career.
To climb the social ladder.
To date, party, and have fun.
To delay making a career choice.
To please my parents.
To go because all my friends are going.
To understand myself better.

What are your reasons for going to college:______________________________

____

____

Now, look at your list. Rank your reasons for going to college in order of their importance to you, beginning with #1 as your most important reason, etc.

ACTIVITY: Can you achieve the above without going through a four-or-two-year college program? YES_____ NO_____
What are some alternatives? List them below.

PERSONAL GOAL SETTING

"A person's ability to choose, as well as his right to choose, is the essence of freedom. How well he learns the skills involved in the process of choosing well determines his power of self-determination, his freedom of choice."

from A Fourth of a Nation
by Paul Woodring, 1957

ACTIVITY: Write down five immediate personal goals for yourself. In the column on the right, put down the date you hope to achieve each goal.

	GOAL	DATE
1.		
2.		
3.		
4.		
5.		

REMEMBER: "I can. . .does!" "It's possible. . .is!"

Criteria for successful Goal Setting and Goal Achievements:

1. It is achievable. I have enough time to do the goal. I have the necessary skills, strengths, abilities or resources.
2. It is believable and realistic for me. I believe I can achieve it. Given knowledge of myself, the goal is realistic. My mental outlook is positive and optimistic. It is something I choose to do.
3. I want to do it. "Want" involves satisfaction and pleasure. It is my own goal.
4. I am motivated to achieve the goal.

5. It is worth setting because it fits my values. It is important to me. It will make a difference in my life if I can achieve it.

6. I have set a target date for completing my goal.

SELF-AWARENESS ACTIVITY: STUDY SKILLS INVENTORY

DIRECTIONS: Read each question in the STUDY SKILLS INVENTORY. Then answer by checking the appropriate blank.

	Almost always	More than half the time	About half the time	Less than half the time	NEVER
PREVIEWING 1. Do you read over the table of contents of a book before you begin studying the book?					
2. Before studying, do you make use of any clues in the book such as headings, illustrations, and chapter summaries?					
READING 3. Do you try to get the meaning of important new words?					
4. As you read an assignment, do you have in mind questions that you are actually trying to answer?					
5. Do you look for the main ideas in what you read? **					
6. Are you able to read without saying each word to yourself?					
NOTETAKING WHILE READING 7. As you read your assignments, do you take notes?					
8. Do you review your class notes soon after taking them?					

	Almost always	More than half the time	About half the time	Less than half the time	NEVER
REMEMBERING					
9. Do you try to find a genuine interest in the subjects you study?					
10. Do you try to understand thoroughly all material that you should remember? **					
11. When studying material to be remembered, do you try to summarize it to yourself?					
12. Do you distribute the study of a lengthy assignment over several study sessions?					
13. Do you try to relate what you are learning in one subject to what you learn in others?					
REPORT WRITING					
14. Before writing a report, do you collect information by doing research in the library?					
15. Before writing a report, do you make an outline?					
16. In writing a report, do you clearly indicate the main idea in each paragraph?					
17. In writing a report, do you rewrite your first drafts?					
LISTENING AND TAKING CLASS NOTES					
18. During class, can you determine the main ideas?					
19. In class, do you take notes? **					
20. Do you revise class notes soon after class?					
PREPARING FOR TESTS					
21. Two days before the exam, do you review important factors? **					
22. Do you combine important notes on your textbook and from class into a master outline in studying for a major test?					

	Almost always	More than half the time	About half the time	Less than half the time	NEVER
23. Do you make up test questions that you think will be asked--and answer them?					
TAKING TESTS 24. In taking examinations, do you read the directions and the questions with care? **					
25. At the start of a test, do you make plans for suitably distributing your time among the questions?					
26. In taking an essay test, do you outline your answer to a question before you start answering it?					
27. At the end of the exam, do you proofread or check your answers?					
PLANNING TIME 28. Do you keep up to date in your assignments? **					
29. Do you have a study-schedule plan in which you set aside time each day for studying?					
30. Do you divide your study time among the various subjects to be studied?					
ARRANGING PHYSICAL SETTING 31. Is the space on your study desk or table large enough?					
32. Do you study in a quiet place--one that is free from noisy disturbances? **					
33. Do you study by yourself rather than with others?					
34. When you sit down to study, do you have the equipment and materials you need?					

Which questions did you answer "almost always" or "more than half the time"? They represent your strong points as a student. Write down their numbers.____

Which ones did you mark "less than half the time" or "NEVER"? Write down their numbers. These are your weak points.____________________

____

Now look at those questions in the inventory that are starred. These questions are considered to be the most important study habits. Which of these seven questions did you answer "almost always" or "about half" or "more than half the time"?____________________________

The Key to Effective Study Habits is to move all of your "weaknesses" into the "strengths" columns.

VALUES

Many individuals do not see clearly what is really important to them; consequently, they often are unable to specify what they want to attain today, tomorrow, or in the more distant future.

Good decision-making begins with knowing what your values are and establishing objectives. Values are determined on the basis of what a person prizes, cherishes, or esteems. What a person values often determines what he does.

"What a man spends most of his time doing determines his values."

Listed below are several things that many people value:

- Education
- Health
- Good Times
- Friends
- Independence
- Money
- Popularity
- Service

ACTIVITY: Put a circle around each in the above list which is a value to you. Add any others you value.

INTERESTS

"A man works harder, studies more, and is more successful doing that which he is most interested in."

ACTIVITY: List ALL your interests.______________________________

CAREERS AND COLLEGE MAJORS

ACTIVITY: Can you think of any of your interests which might hold possibilities as careers?____________If yes, circle ones that do.

SMALL GROUP ACTIVITY: Using Lovejoy's College Guide, locate three colleges/universities which offer a major which will prepare you to enter career fields of your choice. Majors are found in the front of this reference; general information and entrance requirements of the college/university are arranged according to states in alphabetical order in the second section of the reference.

	MAJOR	COLLEGE/UNIVERSITY
1.	____________	____________________
2.	____________	____________________
3.	____________	____________________

(Elaborate upon entrance requirements.)

THE "RIGHT" COLLEGE FOR YOU

You want to go to college. You have already decided on that. Now you must choose a college to attend. After all, there are many to choose from!

Let's start by a process of elimination: eliminate the ones that you wouldn't want to go to. Next, think about what kind of college you would want to attend.

ACTIVITY: Below is a list of some college characteristics to consider in making your selections. From this list, choose five most important characteristics. Number these 1, 2, 3, 4, and 5.

*Location (state, city, distance from home)
*Type (4-year or junior college)
*Enrollment by sex, (male, female, co-ed), race
*Major available; minor available
*AP accepted, CLEP accepted, dept. tests available
*Special study programs (workstudy, study abroad)
*Student activities (sororities, fraternities)
*On-campus housing, off-campus housing, cars
*Military training (ROTC)
*Intercollegiate athletics, athletic scholarships

*Religious affiliation (to what extent)

*Size of undergraduate enrollment

*Cost of a year of college (room and board, tuition)

RESOURCES

1. College View Deck features: major, size of student body, accreditation, type (M, F, or co-ed), size of enrollment, cost per year, 2- or 4-year college.
2. New York Times Guide to College Selection based on SAT or ACT scores, size of enrollment and cost per year, major.
3. Lovejoy's College Guide for major and general information.
4. Baron's Profile of American Colleges for general information.
5. Folders on colleges.
6. College catalogs.
7. Map of college location and size of enrollment.
8. College representatives.

NOTE: All colleges/universities and junior colleges have financial aid and scholarships available.

SMALL GROUP ACTIVITY: Using the resources available, list the colleges with all the characteristics you want (include address).

1. ____
2. ____
3. ____

TITLE: A NON-TRADITIONAL APPROACH TO PRE-COLLEGE COUNSELING
AUTHOR: MCDANIEL, MALINDA; AND OTHERS
PUB. DATE: 1981
LENGTH: 12 PAGES
ERIC NO.: ED 213 375

Workshops held on-site at a college or university can ease the transition from high school to college, identify available resources, improve the retention rate of new students, and increase the number of students from a university's primary feeder high schools. Based on inputs from secondary counselors and prospective students, a workshop program developed that focuses on the program offered by Memphis State University; however, the content can be adapted/adopted for use in other educational settings.

The intent of the workshop was to involve students and counselors in the process, promote discussion and impart information that could be used by the prospective university/college bound student and counselor. Each student and counselor was given:

1. Academic Information Handout
2. Schedule of Classes
3. Memphis State Bulletin
4. Student Aid Fact Sheet

The academic information handout contained college terms such as department, elective, prerequisite, semester hours and major. This handout along with the university bulletin was given to students to further clarify terms frequently used in the bulletin. Students were asked to follow along in their copy as the presenters reviewed the information most pertinent to the students as a college freshman. Students were familiarized with the purpose and arrangement of the bulletin as well as the types of information found in it. Areas reviewed included university, college, and department requirements, academic regulations, credit by exam, dropping, adding and withdrawing procedures, as well as descriptions of courses.

An opportunity was also provided for the students to arrange a class schedule using the provided Schedule of Classes, the sample adviser's slip and a list of courses. The sample adviser's slip also listed a typical beginning freshman's schedule which included courses, times, days, buildings, as well as room numbers. Tips for scheduling were also provided: being aware of locations of buildings, time between classes, balancing the schedule and the organization of the Schedule of Classes. A graph from ACT was made available to aid the student in determining first semester case load. The determining factor on the graph was the student's ACT composite score.

Available resources at the university were discussed, particularly those located in the Center for Student Development (Educational Support Program, Academic Counseling, Career Counseling, Personal Counseling and Testing). The students were reminded that not all colleges and universities have all these various components but will have similar services under different names.

Those students who were Memphis State bound were encouraged to visit the campus and meet with an adviser as soon as possible in order to reinforce information that had been given in the workshop. Students who planned to attend college elsewhere were encouraged to visit their college and get information early.

Student evaluations were very positive and as a result, more direct contact was made with high school counselors and students were given an earlier opportunity to meet a college academic counselor. Better working relationships between secondary and college counselors were also a positive outcome of this workshop.

TITLE: HIGH SCHOOL/COLLEGE PARTNERSHIPS
PUB. DATE: 1981
LENGTH: 25 PAGES
ERIC NO.: ED 213 323

The need for better high school/college articulation is addressed in five papers. In "High School/College Partnerships That Work," Ernest L. Boyer describes the ongoing efforts to encourage high school/college collaboration and considers five principles necessary for establishing cooperative programs, including the need for educators at both levels to agree that they do have common problems, and the need to focus on one or two specific goals to keep the programs sharply focused. Michael O'Keefe, in "High School/College Cooperative Programs," describes model programs to facilitate student articulation, improve the quality of secondary education, and build professional relationships between high school and college teachers. In "Humanities for the High Schools," Gale K. Crouse describes the University of South Dakota's program of Extended Teacher Institutes, which bring university faculty together with teams of high school teachers and administrators to create integrated humanities courses for individual high schools. In "Building a High School-to-College English Curriculum: the Queens English Project," Janet R. Brown describes an effort at Queens College in New York to build the reading and writing skills of 11th and 12 grade students through the efforts of faculty and administrators from local high schools and the college. In "Quality and Equality in High School Curriculum: A College Board Study," George H. Hanford describes Project EQuality, a 10-year project that emphasizes both equality through access (especially for minorities) and quality through revised college preparatory curricula, an effort that has been launched with a dialogue among school and college teachers.

TITLE: PREPARING STUDENTS FOR COLLEGE:
THE NEED FOR QUALITY.
ISSUES IN HIGHER EDUCATION
AUTHOR: MYERS, MICHAEL M.
PUB. DATE: 1982
LENGTH: 9 PAGES
ERIC NO.: ED 214 488

Evidence of decline in academic performance and academic standards in schools and colleges, and examples of reform are considered, based on work of a Southern Regional Education Board (SREB) task force. Declining scores on college entrance examinations and other standardized tests imply that students have been learning less in high school. Symptoms of slackened standards include continued grade inflation, more lenient high school graduation requirements, and lower college admissions requirements. There is widespread agreement among experts in education that the quality of the curriculum greatly influences achievement. Some trends in the United States include: a serious decline in electing to take more advanced academic courses and a marked reduction in content and expectations in advanced courses students do take. Students in the South, making higher grades in high school, have scored substantially lower on the Scholastic Aptitude Test than students nationally. A decline in selectivity, as measured by college entrance test scores, has occurred in most colleges, including leading universities. It is suggested that to be effective, reforms must align college preparatory programs in high schools with the academic prerequisites of college work. Some individual colleges are tightening their entrance requirements and several states are making progress in their efforts to improve the preparation of college-bound students.

III. ALTERNATIVE EDUCATION/SPECIAL NEEDS SERVICES

ALTERNATIVE PROGRAMS

Much of the current interest in alternative education programs stems from concerns about violence, vandalism and school disruption. Truancy, absenteeism, substance abuse, and discipline problems are the signals of larger, more generalized problems. Factors which contribute to these behaviors include lack of basic skills, anxiety, anger and frustration which in turn are the result of personal and family problems, peer pressures, and often negative or punitive school environments. Alternative education programs can address the fundamental educational problems which give rise to the disruptive and ultimately self-defeating behaviors. Alternative education is designed to provide nontraditional educational experiences to students who are not succeeding in traditional programs. These options and learning opportunities are based on their particular needs, interests, values and talents.

Alternative programs can serve many types of students: gifted and talented, those considered chronically disruptive, those with special visual or performing arts abilities and average students "turned off" by traditional approaches. Alternative programs include many formats: open classroom or open school, free schools, satellite schools, pregnancy/maternity centers, or schools within schools.

In summary, alternative education attempts to provide a more personalized atmosphere, a balance between affective and cognitive learning, and shared decision-making for teachers, parents, students and administrators.

TITLE: ALTERNATIVE EDUCATION PROGRAMS:
A GUIDE FOR IMPLEMENTATION
PUB. DATE: 1981
LENGTH: 30 PAGES
ERIC NO.: ED 210 795

Called the Program Completion Alternative, and based on the New Jersey State Board of Education program to individualize graduation requirements this guide describes why and how local school districts can meet requirements in a variety of ways. While the material is geographically specific, anyone wishing an overview of alternative education and descriptions of specific programs will find this guide useful.

A definition and general description of alternative education is presented in the first section, along with a special treatment of funding for alternative programs and a complete statement of anticipated outcomes of program implementation.

ANTICIPATED RESULTS OF IMPLEMENTATION

--A reduction in the number of delinquent acts committed in and around schools.

--A reduction in student dropouts, suspensions, expulsions and truancy.

--An increase in the daily attendance rate in schools and school districts impacted by this program.

--An increase in the number of students experiencing academic success and graduating from school.

--An increase in the number of students making a successful transition to employment or post-secondary training and education.

--Adoption and implementation of school policies, procedures and practices which:

a. limit referrals by schools to the juvenile justice system;
b. provide for due process, fairness and consistency in disciplinary actions;
c. reduce student alienation through increased youth, parent and community agency participation in school decision-making processes;
d. organize and structure learning in ways which enhance maturational development.

--Development and implementation of alternative educational options which increase the opportunity for cognitive, affective and practical learning, and the integration of these options into the regular school curriculum and program.

The following types of programs are identified as examples of ways to accommodate student needs:

1. Individualized Programs
2. Career Education
3. Independent Study
4. Group Projects
5. Mini Courses
6. Community Action Programs
7. Community Service Programs
8. Advanced Placement Examination Programs
9. Remedial/Tutorial Programs
10. School Service Programs
11. Off-Campus Projects
12. Research Projects
13. College Courses for High School Credit
14. Advanced Placement
15. Magnet School, Learning Center
16. Alternative Schools

To be effective, alternative schools must have certain elements over and above the provision of subject matter and special teaching strategies.

--An environment of caring and acceptance: An informal atmosphere, wherein the teacher is in control at all times. Many of the students are bright, understand the concept of "rights," and have difficulty handling the strict rules of a large school which may seem meaningless to them. Some students need a more personalized experience to learn the responsibilities and respect for others that go with individual rights.

--Individualized instruction: The curriculum must be based on the proficiencies established by the school district. It should be tailored to student's learning needs and interests, with clear learning goals, specific objectives and an individually paced learning program specified for each student.

--Reward system: Effective in generating commitment and motivation, rewards for individual improvement in academic competency and positive classroom behavior should be clear, realistic, attainable and contingent upon student effort and proficiency.

--Goal oriented work and learning emphasis in the classroom: Alternative programs must provide clear standards of achievement and create a "work and learning" atmosphere with classes structured so that students' attention and effort are clearly focused on developing cognitive skills and attaining educational goals.

--Conducive physical and human factors which include:

a. Small student population in the program. Fewer students are more likely to establish informal personal relationships with teachers, personal attachments among themselves and commitments to the school. These personal relationships often enhance self-esteem and constrain negative behavior.

b. Low student ratio in the classroom. A small number of students provides teachers with greater opportunity to relate to students as individuals, to provide individual attention to their learning needs and to establish positive relationships with them. Although an optimal "student-teacher" ratio has not been established, a range of no more than 15 to 1 seems desirable. The use of community resources, parents and volunteers to supplement the teaching staff should be considered.

c. Caring, competent teachers. The most important characteristic is a combination of genuine interest in working with troubled students, patience and determination, flexibility and adaptability to different students. Teachers' personal characteristics and teaching styles are important for establishing mutual respect with students who have become alienated from traditional schools.

d. Strong, supportive administration. Strong leadership, consistency, and fairness appear to be more important than a particular administrative or management style. The school administrator must set the "climate" which leads to academic success for students, establishes respect for students, and results in fair and consistent discipline procedures.

--Student and parent involvement in school decision making: This approach has been advocated to increase attachment and commitment to school, to prevent delinquency and to ensure active involvement.

--Supplemental social services: Support services are beneficial, such as counseling and casework, specifically tailored to facilitate student adjustment and educational success.

--Vocationally-oriented components: These can increase student interest in, and attachment to, school but they may also track students into a less desirable status and occupational role, or may provide students access to jobs they could have gotten even without a vocational component, or prepare students for jobs which are not actually available to them in a tight labor market. Review of these components should concentrate on facilitating the transition from school to work, the integration of academic and vocational training, and their delinquency prevention potential resulting from the development of cognitive skills.

--Peer counseling: While some peer counseling programs have helped reduce problem behaviors in traditional schools, the potential problems in their use in alternative programs need to be given thoughtful attention, i.e., deviant values, delinquent attachments and the irresponsible use of peer pressure can exert a negative influence on the students.

--Student selection criteria and procedures: Student selection should not be referral by a teacher or administrator as a result of nonconforming school behavior. To avoid having the alternative school become a "dumping ground" or contribute to the racial segregation of students, criteria and procedures should be developed which require a team approach. The recruitment process should seek a student population representative of a cross section of the traditional school population. Alternatives which serve diverse students facilitate attachments among conforming and delinquency-prone youths which may help prevent delinquency.

--Location: The relative merits of different locations for alternative programs need to be carefully weighed. Separate facilities may encourage attachment to the alternative school but can also become dumping grounds for troublesome students; schools-within-schools may facilitate return to regular classes but may increase the negative labeling experienced by participants; and schools-without-walls may fail to provide students with a sense of belonging. Location should be decided with regard to the overall purpose and goals of the program.

--Learning models: Different learning approaches and environments may work better for students with different learning styles and abilities. Approaches which match students to learning environments must be considered.

--Alternatives for primary grade students: Alternative education approaches for primary grade students with academic difficulties or behavioral problems hold long-term promise for prevention of future delinquency.

Parents should be encouraged to participate in the program planning process, because a student's difficulty with the school program also causes disruption and concern for the family, and because continuity between home and school is positively associated with a student's academic success. Thus, a parent participation section should be included as part of the individualized program plan in which the parent agrees to participate in and support the alternative education program. A suggested agreement might contain the following:

As a parent I agree to:

--talk with my child about his/her school activities regularly

--find out how my child is progressing by attending scheduled conferences or initiating meetings whenever needed

--create a climate at home that supports school (curfews, TV viewing, school attendance, etc.)

--encourage good study and reading habits at home

Programs for parents could include some or all of the following:

--courses, workshops and services on parenting and parent-adolescent communication

--establishment of parent volunteer/aide and tutor programs which may be operated in the classroom, after school, or in the evening

--development of parent rap groups and family resource centers

--study groups for parents on specific basic skills areas

--creation of a Parent and Citizen Advisory Council that integrates relevant community resources and involves groups of parents in implementing the school's alternative program.

Student participation in the planning process and involvement in decision-making help assure program success, since participation generates a sense of responsibility for achieving the agreed-upon objectives. The Commissioner of Education has acknowledged that a critical element in the graduation requirements policies "is that students become partners with us in sharing the responsibility for their education . . . With graduation requirements, we have a mutually cooperative endeavor; the student must carry the responsibility to learn as we carry the responsibility to teach."

Students must be encouraged to examine their particular learning needs, interests and problems; must be helped to choose a course of action that will lead to fulfillment of their goals and aspirations; and must recognize their responsibilities for their own actions and the resulting consequences.

While the overall curricular areas have been set by the credit year requirements established by the state, much flexibility exists. Proficiencies for each curriculum area are locally determined, allowing a wide variety of subject matter to be included, with many different approaches and activities. Thus, students are allowed some choice in selecting one approach over another or one area of study over another within the same discipline. Such planning is the mutual responsibility of the students, their parents, and the professionals involved in guiding the process. Therefore, a student participation section should be included as a specific component of the individualized program plan. A suggested agreement might contain the following:

As a student I agree to:

--attend school/class regularly

--come to school/class on time

--come to school/class prepared to work (with proper materials, homework assignments, etc.)

--come to school ready to learn (well rested, free from the influence of dangerous substances)

--use the facilities, equipment, materials, etc. in the way they were intended to be used (don't destroy or deface)

--learn and follow the school/class rules

--participate in class discussion, school activities, etc.

- --make a legitimate effort to learn
- --make an effort to cooperate in maintaining a safe and pleasant school environment
- --respect the rights of other students to learn
- --respect the rights of teachers to teach

In addition, special program components should involve student participation such as:

- --choosing area of study and approaches to be used
- --peer tutoring and counseling
- --regular school meetings ("town meetings") to establish sense of community and deal with problems
- --student effectiveness training

Student participation should also be sought in the determination of school rules and codes of conduct.

A final section of the guide lists 37 alternative programs, including each school's name and address, name of the coordinator and a one-paragraph description of the program.

TITLE: KEYS TO SUCCESS IN STUDENT PERSONNEL SERVICES:
A DESCRIPTION OF A MODEL PROGRAM
PUB. DATE: 1978
LENGTH: 180 PAGES
ERIC NO.: ED 200 786

A model student personnel services project at the Prosser Vocational Center in Indiana, established to serve eighteen cooperating high schools, is described. The major functions, sub-functions, specific tasks, and examples of documents are presented corresponding to the program's three functional divisions: admission, cooperative counseling, and placement and follow-up; the units are presented in the text in the sequences in which they affect the students.

MODEL ORGANIZATION (and corresponding job functions)

I. Admissions
  a. Pre-enrollment
    1. communication with students, counselors, public
  b. Enrollment
    1. enrollment
    2. admissions
    3. scheduling
II. Cooperative Counseling
  a. Communications
  b. Counseling
  c. Records maintenance
III. Placement and Follow-Up
  a. Communications
  b. Job search skills
  c. Placement
  d. Follow-up

Related tasks divided among the members of the student services team include:

- Council and test students for the purpose of placement within a program.

Monitor all publications originating from the student services office with emphasis on elimination of sex role stereotyping.

Coordinate student activities with the cooperating school counselors.

Counsel students on a day-to-day individual needs basis.

Communicate with cooperating schools and parents about any student problem such as absenteeism, grades, minor discipline.

Maintain pertinent student records.

Work with the instructors to prepare students for job interviews.

Coordinate a Release Time Training Coop program.

Develop a competency-based list of skills students are able to perform that may be provided to potential employers.

Make recommendations to the school administrators for programs based on student needs.

Visit and interview potential employers on labor needs, present and future.

Maintain an active file of potential employers.

Conduct and evaluate follow-up surveys of former students.

The cooperative counseling function was added to the student services model to work with students and their cooperating schools on the basis of teamwork and communication. This coordinator's job functions are to:

*Provide counseling services to students as the need arises.

*Maintain communications with cooperating school counselors and parents.

*Develop and implement a strategy for early identification of disadvantaged and handicapped students.

*Coordinate the tracking of disadvantaged and handicapped students.

*Cooperate with special instructors to develop programs in math and communications skills.

*Counsel students who may be potential drop-outs or who may have discipline or absentee problems.

*Direct the maintenance of student records.

The student counseling and early identification of disadvantaged and handicapped students are presented in some detail.

Counseling Non-successful Students

Students often seek counseling when they are unhappy or unsuccessful with a chosen class. Many times a simple change in schedule will solve the problem. Students who are failing usually have three options available to them. They can be:

- *Guided toward a less technical or less complicated area.
- *Moved horizontally to an equally technical area of their choosing, if there are openings.
- *Encouraged to go back to a full schedule at their cooperating school, if they cannot find an alternative which pleases them.

Disadvantaged and Handicapped

Disadvantaged and handicapped students are identified by test scores, instructor observations, records, and grades. Instruction is offered on an optional basis with no grades to all disadvantaged and handicapped students who are enrolled in regular vocational classes and to all junior, senior, and postgraduate students who feel they need help in these areas.

Communication Skills Program Subject Areas

- * Vocabulary Development - The spelling and definitions of common terms used in their particular vocational trade.
- * Spelling and Listening Skills - The spelling and listening skills which are specifically needed by workers.
- * Study Skills - Organization of time and materials.
- * Writing Skills - Basic sentence and paragraph structure.
- * Business Letters - Form and purpose of the simple business letter.
- * Exploring Work - Covers a range of topics from employer evaluations to working conditions.

Math Skills Program Subject Areas

Within the mathematics skills program for the disadvantaged and handicapped student, the instructor covers and reinforces basic math principles and applies them to each vocational area. In this program, the students:

*Combine fractions, decimals, and percents to understand how important these are in the trade areas.

*Review the application of scales and measuring devices.

*Fill out work orders and invoices.

*Compile data and perform job estimations.

*Learn the metric system and compare the metric and English measuring systems.

*Learn good study habits and prepare for trade union exams.

The placement and follow-up portion of the student services model includes a job-search skills class. The instruction provides many handouts for students, labeled INSERTS. An extensive section of the manual provides all the Inserts used for the student services program. The complete description of the job-search skills classes as well as a sample insert are reproduced on the following pages.

JOB SEARCH SKILLS

A vocational center's success depends upon the extent to which its students are prepared to enter the labor market and on assistance given them to make the transition from the vocational training to the job. A placement service's primary goal is to equip all the vocational students with the necessary job search skills and to assist them in finding employment commensurate with their abilities and interests.

Instructor Involvement

Vocational instructors assist the student placement services in preparing students in job search skills. The instructors work with their students every day in a variety of ways to impress upon them what is expected by employers and what they, as employees, will have to do to meet these demands. The instructors assist the students in developing the right behavior and work traits by simulating industry in lab work, taking field trips, using audio visual materials, and bringing speakers in from business and industry.

The instructors are aware that attitude is the most important factor in securing employment and succeeding in a job. They encourage the students to look at the good side of a job and the people they work with and to exercise control over their personalities so they can become the kind of persons employers need.

Job Procurement Program

The student services and vocational staff members believe that looking for a job is a skill to be learned like any other skill. Even after a student has developed vocational skills, there are some important aspects of seeking employment he or she must still learn. The vocationally trained student must be able to sell his or her skills to an employer.

Job procurement classes are part of the curriculum in order to teach students the basic job search skills. The classes, which are conducted for all the seniors and post-graduates, give students a chance to compile a personal data sheet and a completed, typed resume. They also teach them to:

- *Do a better job selling themselves to employers.
- *Know where to look for a job.
- *Know how to apply for a job.
- *Keep a job.
- *Establish a positive attitude toward work.
- *Reduce the time lost between jobs.

The job procurement classes start the first of November and are completed by the middle of December. A class schedule is given to the vocational instructors about four weeks in advance so they can make necessary adjustments in their classes. One week before the first class, a reminder is sent to each instructor and a class schedule is posted in the faculty lounge.

The students are divided equally into the four job procurement classes that are scheduled every other week, Monday thru Thursday, with a make-up class held on Friday. By scheduling the classes every other week, the vocational instructors have time to work individually with their students' assignments before each group returns for the next class a week later. The four job procurement classes include the following:

First class meeting: 1 1/4 hours

The first class is started by giving the students an overview of why the job procurement classes are being conducted, what topics will be discussed, what is expected of each student, and what benefits each student can derive from participation in the class. The students are told to listen and take notes, but not to attempt to complete the activities during the class period. The students' vocational instructors will assist them in correctly completing the activities before the second class in held a week later.

This class is organized on the principle that students cannot make intelligent decisions concerning employment until they understand their own attitudes toward people and situations. It assumes that, when students are selecting a job, they must learn all they can about themselves, become aware of their lifestyle, goals, interests, aptitudes, abilities, and personality traits, and to what degree each will influence their lives. To assist the students in understanding themselves, they are given an attitudinal inventory and a "know yourself" exercise. The students are told to complete their self-concept exercises at their leisure and that no one will see the results unless they desire to share them. The following job search aides are introduced and discussed during the first class meeting:

*Personal data sheet.

*Resume examples - "the passport to a job interview".

*Resume worksheet.

*Introductory letter.

Seniors are given one week to complete the personal data sheet and the resume; this allows the vocational instructors time to assist students during regular class periods.

Second class meeting: 1¼ hours

A check is made to see how many students have completed the personal data sheet and resume. The students are given another chance to ask questions and about parts with which they had trouble. There are always several who have lost their handouts, and who must be given another set.

Each student is given two job application examples which are discussed in detail during this class. The students do not fill them out at this time but make notes in the margins so they can fill them out later with their instructors. Other job applications are shown to emphasize the information that is standard on most of them.

The students are told what to expect when they enter a firm to fill out an application and what items to take with them. They are instructed to be equipped with pencil and pen, completed personal data sheet, an original resume, and a portfolio of their work if possible. This preparation will build the student's confidence and assist the potential employers in the hiring procedure.

Everything the students have completed up to this point in the job procurement classes has been for the purpose of getting an interview. During this class the instructor covers the purpose of an interview, how one prepares, the mechanics of an interview, questions which will be encountered, and the interview follow-up. It is stressed that everyone is somewhat nervous during an interview, but that the better prepared a person is, the more likely he or she will have a good interview. The importance of that thirty-minute period in determining the student's future job career is emphasized.

Third class meeting: 2½ hours

For this class the seniors are divided into four subgroups. Local personnel managers are invited to tell the students what they look for when a person comes to their firm to apply for a job. Students are encouraged to write down questions in advance and to check to see if the student placement service is giving them an accurate picture. Some of the personnel managers have sent applications to be filled out before they arrive and then use them as the basis for a discussion or mock interviews.

A field representative from the United States Social Security office is also on the program to explain its functions and services. The representative gives a twenty-minute presentation on social security's history, its functions, and the ways persons become qualified to receive its benefits.

This class period is also used to inform the students about the Indiana Employment Security Division's services. The employment security representative gives a short history of the agency and tells how it is maintained. All the students fill out the ES-511 application and work form at this time so they will be registered for assistance in acquiring a job. By pre-registering students with the Employment Security Division, the school can give the placement credit of seniors to the division, which consequently helps them in the placement percentages that they send to Washington, D.C.

Fourth class meeting: 1¼ hours

The following sources of job information and their characteristics are listed and discussed:

*School Student Placement Services.
*Indiana Employment Security Division.
*Want ads in newspapers, professional journals, and trade magazines.
*Industrial and craft unions.
*U. S. Civil Service Commission.
*Private employment agencies.
*Yellow pages, industrial directories, and chamber of commerce directories.

The math skills instructor explains and gives the seniors examples of pay checks, payroll terms and deductions, banks, and budgets. These examples are used as references later when students work individually with their vocational instructors.

The Family Rights and Privacy Act is explained, and the students are made aware of their rights. Each student is given a copy of the permission to release information form and is instructed to make sure it is filled out correctly, signed, and turned in to the student personnel office, (Insert 30).

REQUEST FOR CONSENT TO RELEASE STUDENT RECORDS

(INSERT 30)

Dear Parent and/or Student:

Schools often receive requests from prospective employers for records of former students who have applied for unemployment with that employer. In order for the school corporation to comply with such requests, the parents or the former student must consent to the release of the requested records. Because these employers must often receive a rapid response to this request in order to consider the former student for employment, and because it is often difficult for the school corporation to communicate with the former student at the time of the request, the school corporation is seeking the consent of the parents and students in advance of the request, with the following conditions:

1) The school corporation as a matter of policy, release only a student's record of identification data, grade level completed, grades, attendance, extra-curricular activities and level of competency, if vocational courses have been elected.
2) School officials may prepare written references for such prospective employers releasing only the portions of the student's record referred to herein.
3) This consent to release the records of the undersigned student authorizes the release of the above described records only to prospective employers with whom the former student is seeking employment and only for the employers' consideration as a part of the employment application process.
4) Student Placement Services may collect job follow-up data and publish the findings. The follow-up publication may include student's name, social security number, vocational area, home school, employer's firm name, and job title, which will be disseminated to the school's vocational instructors, Indiana Employment Security Office, Indiana State Department of Public Education, and Administrators and Superintendents of all our feeder high schools.
5) The former student may revoke this consent at any time, provided that the school corporation will not be liable for any records transferred in any form in conformity with this consent until the former student has revoked this consent in writing.

We Do______ We Do Not______ Consent to the release of________________'s

Records and follow-up data as described in the above state request to prospective employers and persons listed in Item 4 above, subject to the conditions contained in the said request.

________________ ________________________________

Date Signature of Parent or Guardian

________________ ________________________________

Date Signature of Student

TITLE: ALTERNATIVE EDUCATION PROGRAMS FOR DISRUPTIVE YOUTH
PUB. DATE: 1981
LENGTH: 148 PAGES
ERIC NO.: ED 209 770

Thirty-six alternative education programs currently operating in Pennsylvania are described. They were chosen to represent the variety of programs operating in the state's school. Each program description identifies the district, coordinator, grade levels, number of students, funding, early operating costs, and hours of operation. In addition, detailed answers to six key questions are provided for each program:

(1) What type of students are placed in the program?
  a. admission criteria
  b. student characteristics
(2) What happens to students while they are in the program? (program description).
  a. objectives
  b. assessment procedures
  c. curriculum
(3) How do the students get out of the program? (required behavioral changes).
  a. transition to regular class
  b. promotion
  c. graduation
(4) What are the unique features of your program?
  a. staff training
  b. behavioral change techniques
  c. instructional strategies
(5) How do students get into the program?
(6) What evidence do you have about the effectiveness of your program?
  a. student follow-up
  b. evaluation procedures

SPECIAL NEED SERVICES

The selections in this section focus on career and vocational education for exceptional individuals. Career education in special education is badly needed. The basic human desire to find meaning and fulfillment in work is shared by those with special needs. In addition, career education holds high potential to aid current efforts toward maintaining exceptional individuals into regular classrooms. And finally, career education can serve as a vehicle for reducing bias and stereotyping of exceptional individuals on the part of parents, and the business/labor/industry/government community.

TITLE:	STRATEGIES FOR VOCATIONAL EDUCATORS AND COUNSELORS WORKING TOGETHER
PUB. DATE:	1981
LENGTH:	193 PAGES
ERIC NO.:	ED 203 049

This guide was developed to plan and implement a guidance project for vocational instructors and guidance personnel in order to foster the more effective placement of disadvantaged persons in vocational programs.

In-service training workshops for participating teachers and counselors were developed to cover two areas: awareness, and action planning; career testing, and planning approaches. The first section of this handbook describes the planning, preparation, and agenda of the two workshops, as well as providing forms used and workshop evaluation results.

The second section of the handbook (almost 140 pages) is descriptions of suggested strategies for change. Most are one page long. The strategies are organized in six categories: (1) recruitment; (2) career planning; (3) testing and placement; (4) meeting needs of special populations; (5) equity; and (6) student recognition. The format for the strategies is title, purpose, brief description, target audience, key people, place or field test, and procedure. Strategies from the recruitment, career planning, and test/placement categories are reproduced on the following pages.

STRATEGY:	Vocational Education Fair Display
PURPOSE:	To help students in making decisions about which courses to take.
DESCRIPTION:	A display is set up in the library prior to registration for the purpose of promoting vocational programs to students. Freshman and sophomore English classes come to the library and go to designated tables for information, asking questions of the students there.
TARGET AUDIENCE:	Ninth and tenth grade students.
KEY PEOPLE:	Vocational teachers, students in vocational classes, counselor or teacher to act as coordinator of this event.
FIELD TESTED:	Tucson High School

PROCEDURE:

1. Set a date and time. Reserve the library for the displays.
2. Arrange with English teachers to schedule times for their classes to cycle through the fair. Hold informal orientation for the English teachers or send them a note soliciting their cooperation and support in this effort.
3. Arrange with vocational teachers to plan and set up displays. Request that they assign students to remain at each display to answer questions.
4. Have vocational teachers double-check to make sure that students assigned to each display have all the information they need to answer questions. (Counselors could schedule a short informational session for all students manning the displays.)
5. Arrive early on the day of the fair to help in setting up the displays so they are visually appealing.
6. Hold the fair.
7. Ask English teachers to follow up with a discussion and sharing session of what was seen, the value of this event, and other relevant impressions of the fair.

STRATEGY: Vocational Program Week

PURPOSE: To promote recruitment.

DESCRIPTION: Vocational programs are highlighted in the Career Center for one week prior to registration in the halls and in the announcements. Vocational students talk to biology classes about the program during this week.

TARGET AUDIENCE: Students

KEY PEOPLE: Vocational teachers and students, biology teachers.

FIELD TESTED: Amphitheater High School

PROCEDURE:

1. Vocational teachers meet with Career Center counselor to describe needs.
2. Plans are made for the vocational programs week.
3. Teachers write flyers describing current programs (see attached).
4. Print flyers for distribution for Career Center.
5. Make posters for the hall.
6. Ask Career Center to serve as information center: distribute flyers, answer questions, refer students to teacher for applications, etc.
7. Request time to go into biology classes to describe program to all students.
8. Have teams of vocational students go into biology classes to describe the programs personally.
9. Schedule these students in advance with permission and backing of science department.
10. Coach the students in their presentations, keeping them brief and interesting. Describe the high points of the vocational program, and let sophomores answer questions.

Note: This strategy doubled the number of students requesting information and applications.

STRATEGY: Career Cluster of the Month

PURPOSE: To increase career awareness.

DESCRIPTION: Bulletin boards and career speakers presentations are planned to highlight a different career cluster each month (example: Communications and Media).

TARGET AUDIENCE: All students

FIELD TESTED: Pueblo High School, Lynn Frink

PROCEDURE:

1. Make up a schedule highlighting career cluster areas that teachers feel have high interest for students.
2. Determine who will be responsible for the bulletin boards - design and construction. Reserve display case, if necessary.
3. Work together with teachers whose subject areas relate to the focus for that month in order to request speakers, plan panels, etc.
4. Use daily announcements to advertise speakers, films, or other special events.
5. Invite classes in related career areas to visit the Career Center to use the materials, do GIS research, etc.

List of USOE Clusters

Business and Office
Marketing and Distribution
Communication and Media
Construction
Manufacturing
Transportation
Marine Science
Environmental Control
Agri-Business and Natural Resources
Public Service
Health
Hospitality and Recreation
Personal Services
Fine Arts and Humanities
Consumer and Homemaking

STRATEGY: Update Curriculum to Make it Relevant to Students and Inform Students of Current Job Trends

PURPOSE: Appropriate career planning and placement.

DESCRIPTION: Collect data from local businesses on current job trends. Combine this information with student survey data based on career interests to present to the school board.

TARGET AUDIENCE: Students, faculty, Board of Education

KEY PEOPLE: Faculty

FIELD TESTED: Sunnyside High School

PROCEDURE:

1. Do research to see what current job trends are locally.
2. Survey business students to see what jobs interest them, and how many would sign up for a course in say, word processing, if it were offered.
3. Use the information from your research and your student survey to present to the Board of Education.

STRATEGY: Job Search Packet

PURPOSE: To help students find a job

DESCRIPTION: A seven-page packet of printed tips on job-seeking, interviewing, where to look for jobs, etc. is made available to students in the counselor's office.

TARGET AUDIENCE: Students

KEY PEOPLE: Career counselor, a typing class

FIELD TESTED: Catalina High School, Chet Parks

PROCEDURE:

1. Get administrative support for printing.
2. Decide what items you would like to include in the packet.
3. Enlist the aid of the business department for typing and for sample letters or forms.
4. Include the following:
    - Personal Data Sheet
    - List of job sources
    - List of local employment agencies, addresses and phones
    - Letter of introduction
    - Follow-up letter
    - Tips for a good interview
5. Assemble the packets and make them available to students in the counseling office.

STRATEGY: Job Board

PURPOSE: To assist students in finding part-time work

DESCRIPTION: Jobs are listed on index cards and posted in the Career Center for students to view.

TARGET AUDIENCE: Students and prospective employers

KEY PEOPLE: Secretary or aide in Career Center

FIELD TESTED: Tucson High School, Cece Hall and Rosemary Tindall

---

PROCEDURE:

1. Submit proposal to secure administrative approval.
2. Since this strategy requires publicity, write a public service announcement stating that part-time student workers are available, giving phone number and name of contact persons. Distribute to media sources.
3. Develop a form with necessary information to facilitate secretary in recording phone messages.
4. Ask secretary to explain to prospective employers that this is a job advertising service, but that you cannot guarantee student work.
5. Record all requests for workers in a notebook. List the name of students referred for each job.
6. List job title only on the job board. Students are required to get additional details from secretary, who lists details of each job in the notebook. (Note: No more than three students should be sent to interview for each job.)
7. Ask students to inform the secretary if they accept a position.

TITLE: CAREER FUTURES FOR EXCEPTIONAL INDIVIDUALS
PUB. DATE: 1979
LENGTH: 225 PAGES
ERIC NO. ED 181 631

This document provides 33 papers selected from the National Topical Conference on Career Education for Exceptional Individuals. The presentations are organized in six sections: (1) career education - overview and future perspectives; (2) programming and instruction; (3) vocational assessment and training; (4) counseling and career information; (5) community involvement; and (6) preparation of training personnel. A selected program description is reproduced on the following pages.

A CAREER EDUCATION PROGRAM FOR ELEMENTARY THROUGH SECONDARY STUDENTS

by Richard Grybos and Janice Hill

The Monroe #2-Orleans Board of Cooperative Educational Services (BOCES) located in Spencerport, New York, has been piloting a developmental career education program for use with elementary through secondary neurologically impaired/emotionally disturbed (NI/ED) and educable mentally retarded (EMR) students. One of the major goals of the BOCES Special Education Program is to assist handicapped students in becoming self supporting adults who are well suited to the careers they have chosen. Prior to the development of this program, handicapped students were primarily given occupational training as preparation for their entry into the working world.

The BOCES Career Education Program is a guided developmental process which provides opportunities for acquiring skills and experiences needed in potential careers. The students begin by exploring their immediate environment and clarifying their values, attitudes, and interests. The students then broaden their insights and experiences to include occupational awareness, skill development and, ultimately, placement in their occupational choice.

The Curriculum

The curriculum is a multilevel structure across 13 levels, organized on a continuum to encompass primary, intermediate, and junior/senior high programs.

Primary (Readiness - Grade 2)

At the primary level, the student is led to explore the immediate environment and determine personal needs. The student is assisted in defining his or her own role as well as those of other significant people in his or her life.

Intermediate (Grades 3-6)

The intermediate level maintains the importance of self awareness, but also encompasses exploration of many work fields. The student is helped to identify the influences that affect one's choice of career.

Junior/Senior High (Grades 7-12)

Junior/Senior High students are concerned with specific jobs they have chosen as possibilities for themselves. Throughout the high school years, the student is refining choices, acquiring the necessary skills for job hunting, and dealing with actual and potential problems that arise in the working world. Thus, the student is guided in handling difficulties that may occur in working situations.

Within a class, students may function on several different levels. These levels do not correspond with specific grade levels and are not intended to be taught within a defined period of time. Each teacher must determine whether a student has satisfactorily completed one level before progressing to the next. The curriculum design provides the teacher the freedom to instruct between levels by varying the expected mastery plateau for each student.

In some cases, particularly in classes for the educable mentally retarded (EMR), it may be necessary to remain at one level for a couple of years and to vary the experiences and activities each year until the majority of the objectives have been mastered. Primary and intermediate EMR students are not expected to complete all elementary level objectives. The Junior High teacher will need to decide if the student is ready to begin the more concentrated career preparation program. Those students who are ready will then be placed in secondary levels. All others will continue in the appropriate elementary level until it has been determined that they are ready for the secondary levels.

CURRICULUM AREAS

The curriculum was developed by a team of elementary and secondary teachers and designed to be infused with existing academic programs. It consists of sequential terminal and enabling objectives, modules of instruction, and a management system for special education students (K-12) in the following areas:

Self Awareness

The student will:

1. Recognize the relationship of interests, aptitudes, and achievements to the realization of career goals.
2. Learn about self in relation to culture through understanding and experiencing roles.
3. Understand and recognize social, economic, educational, and cultural forces that influence development.
4. Recognize that self knowledge is related to a set or system of unique personal values.
5. Learn to establish goals which, although tentative, are personally relevant.

Educational Awareness

The student will:

1. Recognize that learning is a continuous process occurring in and out of school.
2. Recognize that educational experiences are a part of career development.
3. Recognize that different career directions require varying types of educational preparation.
4. Recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as means of achieving career goals.

Career Awareness

The student will:

1. Understand the variety of occupations found in the world of work.
2. Understand the way in which occupations relate to needs and functions of society.

3. Determine the worker qualifications related to performing the basic tasks of various occupations.
4. Recognize that a career includes progression through developmental stages of educational and occupational experiences.
5. Understand the relationship between career and lifestyle.

Economic Awareness

The student will:

1. Understand the relationship between personal economics, lifestyle, and occupational roles.
2. Understand the range of social and economic benefits associated with various occupations.
3. Understand how wealth is accumulated through savings and investments and how it may influence career and lifestyle.
4. Understand the relationship of present and anticipated occupational status to economic trends found in the community, state, and nation.

Decision Making

The student will:

1. Identify and state personal goals as part of making career decisions.
2. Become proficient in identifying and using resource information in making career decisions.
3. Understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement the course of action.

Beginning Competency

The student will:

1. Develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.
2. Become familiar with the use of basic tools, equipment, and materials associated with business, commercial, and industrial activities.
3. Develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.
4. Develop educational and occupational competencies before moving to the next stage of preparation for entrance into an occupation in the career area of personal choice.

5. Develop the skills necessary for employment in the career of personal choice.

Employability Skills

The student will:

1. Recognize the implications of working, with and without supervision, independently, and with others.
2. Relate information about self in selecting, learning, and performing duties.
3. Develop the work habits and attitudes necessary to enter an occupation in the career area of personal choice.

Attitudes and Appreciations

The student will:

1. Recognize the responsibilities to self and others when accepting a task or job.
2. Recognize individual differences and become tolerant in interpersonal relationships.

Each level of the curriculum is designed to:

1. Provide activities based on the specific behavioral objectives.
2. Correlate with the existing reading, math, science, and social studies curriculums.
3. Use a definition of careers broad enough to encompass leisure pursuits and nonpaid jobs.
4. Avoid racial and sexual stereotypes, particularly in portrayal of job roles.
5. Portray a cross section of careers requiring various educational backgrounds and skill levels.
6. Relate student's own interests and skills to the instructional program and possible careers.
7. Utilize a variety of activities (e.g., valuing exercises, games, reaction stories, and role playing).
8. Create materials specific to the local geographic area.
9. Strengthen the student's proficiency in decision making.
10. Provide a management system for continuous evaluation.

FIELD TEST RESULTS

The Career Education Curriculum was field tested during the 1977-78 school year in primary through secondary NI/ED and EMR classrooms. The field test also included teacher inservice training for the purpose of meeting three major goals:

1. To become familiar with the program goals and objectives.
2. To develop career education activities which correlate with other academic programs.
3. To have the participants become skillful teacher trainers in the full implementation of the Career Education Curriculum during the 1978-79 year.

The pilot program indicated a need for further development in broadening the scope and sequence and in correlation of career education materials and activities to program objectives.

These needs will be met during the 1979-80 school year by a committee of teachers. The eventual outcome will be activity packets that will correlate with the program's terminal objectives.

In the fall of 1978, full implementation of the Career Education Program began with inservice training of the entire special education staff. The training was provided by administrators and the pilot teachers. The teachers were provided with an overview of the curriculum in order to evaluate their students' needs and to decide on an appropriate entry level. Inservice training stressed that career education objectives can be integrated into all aspects of the school day. Classroom teachers thus were able to successfully correlate career education activities with reading, language arts, mathematics, social studies, science, music, and art programs.

The development and implementation of the Career Education Program has given the BOCES Monroe-Orleans #2 staff first hand experience in putting theory into practice. We have incorporated the philosophy of career education into a K-12 special education program and generated concrete goals, objectives, and activities. The total integration has provided teachers with the satisfaction of seeing program development result in student growth.

TITLE: REACHING AND HELPING HIGH SCHOOL DROPOUTS AND POTENTIAL SCHOOL LEAVERS. FINAL REPORT.
AUTHOR: BEACHAM, HERBERT C.
PUB. DATE: 1982
LENGTH: 191 PAGES
AVAILABILITY: DIVISION OF VOCATIONAL EDUCATION
DEPARTMENT OF EDUCATION
KNOTT BUILDING
TALLAHASSEE, FL 32301

A major contributing factor to long-term unemployment is insufficient employability skills. This lack of employability skills is a characteristic of persons who drop out before completing their high school education and training. Traditional approaches and practices used by school personnel to encourage students to complete their high school education have not solved the problems of dropouts.

The major purpose of this study was to gather pertinent information from present and former students in order to develop an innovative approach that could be used to reach and help high school dropouts and potential dropouts. Chapters one and two of the report are an introduction to the study including statement of purpose, definition of terms and limitations, and a description of data and methods. Chapter three details the result of the study regarding potential dropouts, and chapter four summarizes results for dropouts.

A summary, conclusions and recommedations section is included for potential dropouts and for dropouts. Appendix A provides the Interview Schedule for Potential Dropouts; Appendix B is the Interview Schedule for Dropouts, and Appendix C is the High School Dropout Participation Form.

TITLE: SUCCESS FOR PHYSICALLY DISABLED STUDENTS. SOURCES TO UPGRADE CAREER COUNSELING AND EMPLOYMENT OF SPECIAL STUDENTS
SUCCESS FOR LEARNING DISABLED STUDENTS. SOURCES TO UPGRADE CAREER COUNSELING AND EMPLOYMENT OF SPECIAL STUDENTS
SUCCESS FOR STUDENTS WITH VISUAL OR HEARING IMPAIRMENTS. SOURCES TO UPGRADE CAREER COUNSELING AND EMPLOYMENT OF SPECIAL STUDENTS
PUB. DATE: 1982
LENGTH: 32 PAGES; 30 PAGES; 46 PAGES
AVAILABLE: DIVISION OF VOCATIONAL EDUCATION
DEPARTMENT OF EDUCATION
KNOTT BUILDING
TALLAHASSEE, FL 32301

In recent years, state and federal legislation has mandated equal educational opportunities for handicapped students. As a result, thousands of students with various disabilities are being provided opportunities to stretch their horizons through academic competition, social interaction, and personal growth within the mainstream of public education.

Although opportunities in education and employment have undoubtedly increased in the past several years, handicapped people remain severly underemployed and undereducated in comparison with the general pupulation. Handicapped students are not being provided the career education they need at the elementary and secondary levels. Consequently, the vast majority of these students complete school without the needed skills - vocational, personal, and social - to participate productively in society.

The responsibility for many aspects of students' career education has fallen to school counselors. Unfortunately, most counselors have had little or no training or experience in working with handicapped students. Although they are willing, many counselors feel unsure of where to begin.

The SUCCESS Project - Sources to Upgrade the Career Counseling and Employment of Special Students - is designed to provide school counselors, occupational specialists, and other guidance personnel with basic information and listings of resources concerning the career guidance needs of handicapped students. The first handbook addresses the special needs of students with orthopedic, neuromuscular, or chronic health problems; the second deals with the special needs of students with learning disabilities, and the third with the special needs of students with visual or hearing impairments.

The format of the materials consists of brief chapters which define terms and discuss topics relevant to each handbook. Most chapters include a list of contacts section, "For Further Information." Each handbook has a special Resources chapter and a bibliography.

NATIONAL DIFFUSION NETWORK (NDN) PROGRAM

PROJECT: CHILD STUDY CENTER (CSC) A Validated Pupil Personnel Services Demonstration Project

A pupil services delivery system to assist children with learning problems to achieve gains in intellectual performance, basic skills acquisition, and personal/social functioning.

TARGET AUDIENCE: Approved by JDRP for children from kindergarten through middle school who exhibit multiple symptoms associated with learning and/or social behavior problems.

DESCRIPTION: Learning problems are often caused by a complex of factors. The CSC concept presumes that the solution to such problems lies in an interdisciplinary team approach that focuses on the whole child in a single referral setting. Such troubled children need to receive comprehensive, in-depth diagnostic and remedial services to become more effective and efficient learners. CSC embraces the disciplines of education, psychology, social work, and speech pathology and consults with medical and other community professions. The purpose is to provide the diagnostic, prescriptive, and consultative intervention necessary for these children to experience success. The diagnostic study encompasses intellectual, physical, social, familial, emotional, and communication factors affecting learning. The key ingredients for implementing this program are the exchange of information and the active cooperation among Center, school, home, and community resources.
Major activities of the Center include conducting an in-depth study of each child and developing composite diagnoses and prescriptions for remediation. The interdisciplinary Child Study Team has served as a model for staffing teams who develop Individualized Educational Plans (IEP's) for students with special needs.

Developmental Play (DP) and Positive Alternatives to Suspensions (PASS) are affiliate projects of the Pupil Personnel Services Demonstration Project.

Contact the project about available training and other services.

CONTACT: Ralph E. Bailey
Director
Pupil Personnel Services Demonstration Project
Euclid Center
1015 Tenth Avenue, North
St. Petersburg, FL 33705
(813) 822-0158 or 442-1171.

Developmental Funding: USOE ESEA Title III JDRP N. 74-116
Approved: 12/6/74 Compiled Summer 1981

NATIONAL DIFFUSION NETWORK (NDN) PROGRAM

PROJECT: POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A Validated Pupil Personnel Services Demonstration Project

A program that provides intervention strategies designed to prevent or minimize nonproductive social behavior in secondary students.

TARGET AUDIENCE: Approved by JDRP for students and personnel in secondary schools. Since many of the intervention strategies have a preventive focus, a cross section of students and personnel in project secondary schools are target participants.

DESCRIPTION: Major activities of the PASS program include individual and group consultations that assist school faculties in developing techniques for dealing effectively with teenage students, affective education and personal development programs for students and teachers, time-out rooms managed by a teacher or paraprofessional where students talk out problems and complete academic assignments, individual and group counseling for students experiencing serious interpersonal confrontations, and counseling for parents.

"Staff Development for a Humanistic School" and "Humanistic Activities in the Regular Classroom" help students and teachers get to know and appreciate each other. A "Student's School Survival Course" and "Home Survival Course" help students with problems learn how to interact more effectively within their school and home environments.

Contact the project about available training and other services.

CONTACT: John C. Kackley
Supervisor/Consultant
Project PASS, Euclid Center
Pupil Personnel Services Demonstration Project
1015 Tenth Avenue North, St. Petersburg, FL 33705
(813) 822-0158 or 0230

Developmental Funding: USOE ESEA Title III
Approved: 12/6/74

JDRP No. 74-116
Compiled Summer 1981

NATIONAL DIFFUSION NETWORK (NDN) PROGRAM

PROJECT: CAREER INTERN PROGRAM A program aimed at dropout prevention at the secondary school level.

TARGET AUDIENCE: Approved by JDRP for students grades 10-12 who have been designated by school officials as having dropped out of school or as having the potential to drop out.

DESCRIPTION: Applicants are dropout and potential dropout students from Philadelphia high schools. The selection criteria are: lack of consistent school attendance; inability to adjust to public schools; no major disciplinary problems; family adjustment problems; negative shifts in academic achievement levels. After prospective interns (students) are recruited, they are exposed to the intake interview. They are also tested to determine if they have attained the minimum fifth-grade reading level requirements for admission. They are then scheduled for orientation and admitted to the program. Interns participate in the following courses during the first phase of the program: math, English, history, science, reading, career counseling seminar, cultural arts, typing, graphics, consumer math, humanities, and foreign language. In addition, career-oriented activities are employed, such as field trips, seminars, mini-fairs, and resource speakers. The curricula consist of career-oriented subject matter integrated into academic subject matter. At least one counseling session is conducted every two weeks. During the second phase, interns are involved in individualized instruction and independent study. Advanced courses in the aforementioned disciplines ensue. On-site exploration of careers in which interns have expressed interest is conducted. Career-oriented activities and counseling support continue. The third phase commences when the interns are prepared to graduate. College preparatory activities are implemented for college-bound interns. Arrangements are made to place interns into OJT, advanced skills training, and employment slots.

Contact the project about available training and other services.

CONTACT: Robert Jackson
Program Manager
Division of Special Programs
OIC's of America, Inc.
100 W. Coulter Street
Philadelphia, PA 19144
(215) 438-9800

Developmental Funding: National Institute of Education

JDRP No. 77-119

Approved: 6/1/77

Compiled Summer 1981

NATIONAL DIFFUSION NETWORK (NDN) PROGRAM

PROJECT: ALTERNATE LEARNING PROJECT (ALP)

A community-based alternative to traditional school, emphasizing basic skills, career education, performance-based graduation, and parent and students participation, that offers both a complete high school program and Special Focus Programs to supplement existing curricula.

TARGET AUDIENCE: Approved by JDRP for students of all abilities, grades 9-12. This program also has been used in other settings (middle school and adult level), but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION: ALP, a comprehensive public secondary school, provides students with an individualized basic skills program, a college preparatory course, community-wide career exploration activities, and a broad arts program. The emphasis throughout is on continuous personal counseling and student responsibility. Students enroll in ALP by choice. Participants are selected by a lottery, using such factors as race, family income, income, sex and grade level to achieve a population that reflects the city and school system profile. ALP has five major objectives: to improve student performance in basic academic skills; to improve student career decision-making skills; to provide needed counseling for planning, evaluation, and support of student opportunities in the community. Graduation requirements at ALP involve: the ALP Life Skills Competency Assessment (an evaluation of individual student competencies in practical, real-life situations where applied performance is required) and the ALP Core Diploma requirements (in which students must pass proficiency exams in English, math, and science, earn credit in U.S. history, and complete a minimum number of courses and educational activities). The ALP model consists of two major components--adoption and Special Focus Programs. The five essential elements of an ALP adoption are: project administration and design, curriculum development, counseling and student evaluation, community resource development, and governance and decision making. The Special Focus Programs designed to supplement existing curricula are: Family Life Peer Counseling Service, College Local Educational Agency Relationship (CLEAR) Program, ALP Child Care Center, Competency-Based Education and Basic Skills, and Transitional Program for Special Needs Students.

*Contact project about available training and other services.

CONTACT: Paul R. Gounaris, Dissemination Services
Alternate Learning Project
Providence School Department
321 Eddy St., Providence, RI 02903
(401) 456-9195

Developmental Funding: USOE ESEA Title III JDRP No. 74-86
Approved: 5/6/74 Compiled Summer 1981

NATIONAL DIFFUSION NETWORK (NDN) PROGRAM

PROJECT: FOCUS DISSEMINATION PROJECT

A successful secondary program for training teachers to deal with disaffected youth.

TARGET AUDIENCE: Approved by JDRP for disaffected secondary students of all ability levels, and all secondary educators, school board members, and community members who have an interest in developing local programs to meet the needs of the disaffected students in their settings.

DESCRIPTION: Focus provides an alternative education plan for students who have been identified as disaffected, showing a lack of motivation, lack of confidence, and low self-esteem. The program effects responsible institutional change and positive student attitude and performance by helping students learn responsibility to self, school, and society. Through a group counseling experience, the peer group is guided to deal with the problems causing disaffection.

Focus is a "school within a school" for secondary students who are not achieving or functioning in a way beneficial to themselves and/or those around them. The Focus program seeks to reduce student disaffection with school and learning to improve each student's grasp of basic skills, to build a classroom culture that demonstrates the caring principle, to enhance each student's ability to relate effectively with peers and adults, and to give each student a reason to be optimistic about the future.

Focus is a highly structured program offering courses in English, social studies, math, and work experience. Instruction in Focus classes is based on ability and need. Curriculum materials are modified to meet the student's level of skill-development and are presented in relation to survival beyond graduation. Students are actively involved in the selection, modification, and evaluation of these materials. Focus students take such classes as science, physical education, health, and electives in the regular school program.

All Focus students are involved in a group counseling experience called Family. Each Family consists of eight to ten students and one teacher who meet together one hour daily throughout the year. Family attempts to help the student develop feelings of caring, self-worth, and concern for others. It includes examination of one's own behavior in relation to the reactions of others within an atmosphere of positive support from the group.

Contact the project about available training and other services.

CONTACT: Sue Schillinger, Focus Dissemination Project
Educational Growth Exchange
121 E. Second Street, Hastings, MN 55033
(612) 437-3976

Developmental Funding: HEW Youth Development Act JDRP No. 74-74
Approved: 5/29/74 Compiled Summer 1981

NATIONAL DIFFUSION NETWORK (NDN) PROGRAM

PROJECT: EDUCATIONAL SERVICES FOR SCHOOLAGE PARENTS (ESSP)

A special education program providing educational, nutritional, social, and health services to expectant school-age students.

TARGET AUDIENCE: Approved by JDRP for any pregnant student in the public school system. In practice, these students range in age from 11-19 and are primarily from grades 8-12.

DESCRIPTION: With its program at the Family Learning Center (FLC), the New Brunswick Board of Education is addressing some well-known teenage pregnancy problems. These include poor academic motivation and achievement and a significantly higher infant mortality rate and lower birth weight than are found in the babies of any other age group. The FLC provides small classes with highly motivated teachers and emphasizes satisfactory academic achievement, maternal and child health, and nutrition. While a pregnant student may remain in the regular school setting, she is encouraged to transfer to the FLC, continuing her regular subjects there. In addition, she takes Family Life Education, which includes nutrition, planning and preparation of lunch, sewing and consumer education, and health. Areas covered in the health course include pre- and postnatal care of herself and her baby, the study of human reproduction, the labor and birth process, and birth control options. She is assisted in reaching appropriate social agencies, and informal rap sessions with the head teacher and the guidance counselor are encouraged. When the student enters the program, the nurse contacts her obstetrician, checks to see that her records are complete, follows her progress, and sees that regular appointments are kept. There are periodic tours of local hospital maternity facilities. A head teacher coordinates the program under the direction of the Director of Pupil Personnel. Two full-time and four part-time teachers plus a part-time nurse and a part-time guidance counselor complete the FLC staff. After delivery and a two-week maternity leave, a student may continue her classes at the FLC for six weeks. This period of adjustment facilitates her introduction to the double role of mother/student and encourages her to complete her education.

*Contact project about available training and other services.

CONTACT: Dana Klein, Dissemination Specialist
Family Learning Center
225 Comstock St., New Brunswick, NJ 08901
(201) 745-5168

Developmental Funding: USOE ESEA Title III JDRP No. 74-56
Approved: 5/14-15/74 Compiled Summer 1981

SECTION 3: LIFE/CAREER PLANNING IN GUIDANCE SERVICES

I. BASIC LIFE SKILLS

INTRODUCTION

A topic receiving the increased concern and attention of educators, and counselors in particular, is the need to provide students with basic skills to meet the ordinary demands of life. Whether a student chooses a career that requires long years of preparation and education, or one which allows him to begin immediately with little or no education and training, he or she will of necessity be called upon to act for himself/herself in a variety of life situations not covered in current school curricula. Such situations are ordinary and hence taken for granted until the first job application, insurance form or income-tax form arrives. Filling out forms, getting along with the boss, buying a car, deciding on insurance coverage are the common threads of life. Students, gifted, average, or learning disabled, too often emerge from even the most "comprehensive" programs unable to tackle these basic tasks.

The following resources are indicative of the increased efforts of educators to address this issue.

TITLE: DECISIONS FOR LIVING: A GUIDE FOR PERSONAL PLANNING
AUTHOR: ANDERSON, W. R., ED.
PUB. DATE: 1974
LENGTH: 116 PAGES
ERIC NO.: ED 106 618

Developed to help high school students prepare for the transition from school to earning a living, this manual is designed for use at each secondary grade level and for continuing use after the student leaves school. The emphasis is on the three R's--relevance (information related to the adult or work world), reference (basic information needed in routine daily living), and record keeping (forms for a variety of types of information about oneself, family and work experience).

The format of the manual consists of brief, introductory discussions and sample forms for each of the following topics:

(1) Personal Information
  - recording information
  - graduation requirements plan and course selection guide
  - test record
  - personal data file
(2) Individual Values
(3) Finding a Job
(4) Letter of Application
  - writing the letter
  - body of letter
  - the envelope
(5) The Application Form
(6) Preparing a Resume
(7) The Job Interview
(8) Handling the Job
(9) Career Planning Information for Juniors and Seniors
(10) Insurance, Taxes, and Financial
(11) Local Government
  - where to look in the courthouse
  - legal and consumer terms

Two sections, Job Interviews and Handling the Job, are reproduced on the following pages along with selected forms from each of those sections.

JOB INTERVIEWS

People are hired because employers need certain services performed, not because people need jobs. So you must think in terms of your value to a prospective employer.

An interview helps both the employer and the employee get a close look at and gain an understanding of each other, and find out if it's to their mutual advantage to work together. The employer wants to find out what your personality is like, how you look and feel, what you say, and what you do.

Your personality is the sum total of what you are; no two people have the same personality pattern. Personal appearance is an important part of your personality, and is subject to your control. A clue to appropriate dress during an interview is what you would wear on the job you are seeking; but cleanliness and neatness is a must in any case. It's important that your clothing fit your body, your total personality, and the kind of work you're applying for.

What you say, how you act, and your expression quite accurately reflect the way you feel. Be a good listener, interested and enthusiastic. Control the tone of your voice, speak clearly, and use correct grammar. Be sure that what you say and the questions you ask are important and related to the interview. How you act is also an excellent personality indicator. So be yourself, relax, and cultivate a friendly manner to help you meet people easily without being nervous.

Arranging a Job Interview

Common ways to arrange a job interview are the letter of application, personal contact, and telephoning.

* The letter of application should be well organized, interesting, and neat. Sentences should be short and to the point. Your letter can help project you as a positive self-confident person. Review the information on letter writing covered earlier in this book.
* Personal contact is an excellent way to arrange for a job interview. It is effective, since meeting the employer or his secretary in person ahead of the interview provides an opportunity to make that important first impression and possibly to get some preliminary items taken care

of. An employer likes to have a completed application in hand during the interview, and this personal call is an excellent way to pick up an application blank and printed information about the company. Calling in person is also a quicker and surer way to get a job, since it is more difficult for an employer to turn away a personal caller than to say "no" by letter or by telephone.

- The telephone can be an effective way to get an interview, however, when personal calls are not practical. The caller must know what he wants to say, and must speak clearly and with confidence. Courtesy and a businesslike manner are important.
- Always say that you prefer a personal interview if the person you are calling attempts to conduct an interview over the telephone
- Be sure you know the interviewer's name and how to pronounce it, and his title. Also be certain of the time and place of the interview. Make notes to prevent forgetting information and having to call back.
- Once the interview appointment is made, thank the person and close the conversation.

Preparing for a Job Interview

The applicant who is prepared for an interview is the one most likely to be hired. The following points may help you hold a successful job interview:

- Learn all you can about the company--its products or services, kinds of jobs available, hiring policies and practices. Have an idea of the salary scale for the job you are seeking. Keep the interviewer's name in mind.
- Have with you the information a prospective employer will expect you to have. This includes a personal data sheet, work and school records, references who know your work and character, your social security card, diplomas or other evidence of education and training, and other information that might be important to the employer.
- Be ready to state what you have to offer an employer. Outline the training you have had, the kind of job you want, what you can do, and what you have done.

- Have clearly in mind the reasons why you want to work for the company interviewing you. Try to match your skills and interests with the needs of the company. Keep in mind the opportunities you see for yourself.
- Be appropriately dressed and groomed, well rested, and display a healthy attitude. Arrive a few minutes early, carry a pen, and go alone. Having a friend or relative along shows a lack of confidence, and might keep you from getting that job. Be yourself and be confident.
- Be courteous and sincere from the moment you arrive for the interview. The receptionist or secretary is often asked her opinion of an applicant.
- Creating a good impression lies in being friendly without being talkative; being patient if you have to wait. Give the receptionist your name and the name of the person you are to see, explaining that you have an interview appointment. Dont' be fidgety or chew gum. Look and act your best.

During the Interview

Introduce yourself to the interviewer if the secretary doesn't, and remind him why you are there and tell him the specific job or kind of work you are seeking. Give brief answers to questions, and don't stray from the subject. You will usually have an opportunity to ask questions near the end of the interview. Questions you might ask could concern what the job involves, advancement opportunities, salary, working hours, vacation and sick leave, insurance and other fringe benefits. Don't linger when the interview ends; thank the individual and leave.

What to Do

Here are some hints on what you should do and how you should act during a job interview.

Be yourself--be natural, as poised as possible. Sell your qualifications, not your need for the job. Look and be pleasant, and speak clearly. Look at the interviewer and answer all questions--even if they seem too personal. Let the interviewer lead the discussion and control the interview.

Health, grooming, dress, and enthusiasm combine in your personal appearance. Personality and character are reflected in maturity, friendliness, sincerity, poise, self-confidence, and in several other traits.

Personal interests and activities involve your hobbies, cultural and recreational interests, participation in community affairs, and awareness of current news events.

Keys to self-expression are the ability to think and speak clearly, preparation, response to questions, and the questions you ask.

When the Interview is Over

Several things need to be done after an interview. If an individual told you about the job opening, you should tell him about the outcome of the interview. The prospective employer should be sent a brief letter thanking him for the interview. Again, express your interest in the job, if you are still interested. If hired, say that you are looking forward to starting work for that firm at the designated time.

References also deserve a written or personal thank you for their services. If an employer follows up the interview with a letter offering employment, respond at once with your answer of acceptance or rejection. Give your reasons why you are or are not accepting the job.

When other employment is accepted, notify the other firm you applied with as well as the person who referred you.

If you don't get the job you applied for, and this may be the case, evaluate the interview and try to see what changes or improvements you need to make for future job interviews. It takes determination to find the kind of job you want.

An interview follow-up letter should be brief and simple. It could be written in this format:

341

Be realistic concerning salary. Don't give the impression that salary is your only interest; save this topic until last. But if the end of the interview is near and salary has not been discussed, ask what the salary range is and then pinpoint what your salary would be if hired.

Sell yourself to the interviewer by focusing attention on your strong points, but don't hide your limitations. Tell what you are doing to improve yourself. Stress your interest in your work.

Thank the interviewer as you leave, and write down the time and place of future contacts concerning the job you're applying for. Be sure you understand if you are to be employed or given further consideration.

Questions You Might Be Asked

A professional interviewer is likely to ask many more questions than will the proprietor of a small business. Every interview situation is different. Some will be long, others short. Some interviewers will want to learn as much as possible about the applicant, others may seek minimal information.

Here are some examples of questions an interviewer might ask:

* What would you like to be doing five years from now?
* How much money do you want to be making when you're 35?
* What has your job experience taught you?
* Tell me about yourself.
* What hobbies do you have?
* Would you rather work alone or with others?
* What kind of boss would you like to have?
* What did you like about your last job, and why did you leave?
* Which courses did you like best and least in school?
* What kind of job do you want?
* What are your qualifications for this kind of work?
* Why would you like to work for this company?
* What are your thoughts on salary?

What an Employer Looks For

An employer is interested in you as a person--your appearance, your personality and character, your interests and activities, and how you express yourself.

Your Address
City, State
Date

Interviewer's Name
Company Name
Street Address
City, State, Zip

Dear Mrs. Parks:

Thank you for the time and consideration given me during the job interview Wednesday afternoon.

The secretarial position we discussed interests me very much, and I feel that I can be of service to your company.

I hope that you will consider my qualifications.

Sincerely yours,

(your signature)

(If letter is typed, type
your name here)

HANDLING THE JOB

What to Expect on the Job

It is normal to have some fear, apprehension or "nervousness" about beginning new employment. But there is usually little reason for such feeling, as most employers are careful to introduce new help to their duties and to their fellow workers.

As a new employee, you can expect the following from your employer:

* An explanation of all rules and regulations affecting you.
* Introduction to other employees.
* Information about the amount and kind of work you are expected to do, and how it is to be done.
* Information about hours, pay, vacations, fringe benefits, etc.
* Loyalty to employers, which may include penalties or discipline for being late, disregarding safety rules, and for disobeying orders.

* Treatment as an individual, with criticism given privately in a courteous, helpful manner.

Since some employers are more thoughtful and considerate than others, there is bound to be variation in the way employees are handled. Regardless of the circumstances, build a good work record and earn a good recommendation for a better job. And it's always unwise to quit one job before a better one is in hand.

What to Do on the Job

* Always be ahead of time.
* Give value plus in exchange for your salary.
* Do your best.
* Stick to the job and keep busy.
* Get enough rest to do your work well.
* Learn the names of fellow workers and key people in the organization.
* Be patient.
* Learn your job before seeking advancement.
* Listen to and follow instructions.
* Observe how other employees do their jobs and ask them for suggestions and help when needed.
* Learn the rules and regulations of the organization.
* Have a plan of operation--be systematic.
* Be an attractive and agreeable person.
* Keep clean, neat, and well groomed.
* Control your emotions.
* Don't neglect tact and courtesy.
* Have a positive attitude at all times.

Getting a Raise or Promotion

It takes time, hard work, determination, and initiative to get a raise or promotion. The following steps can help you get a salary increase or a better job within an organization:

* Have evidence of the quality and quantity of your work.
* Show how you have benefited the organization, and how you have advanced in performing your duties.

- * Explain why you like your job and why your performance merits advancement consideration.
- * Your past performance must demonstrate your ability to get along well with others.
- * Be specific in what kind of promotion or salary increase you want. Your desires must be in line with your interests, experience, and preparation.

Most jobs have possibilities that may not be apparent to the employee. An employer often points out these possbilities when a raise or promotion is requested, rather than granting the request outright. The request may be met by a modification or with a proposal for a salary increase or promotion sometime in the future. It is usually best to accept such an offer. And the employee should also be prepared to hear "no" for an answer.

How to Leave a Job

Leaving a job is much more than just quitting. You will gain an employer's lasting respect by showing him the same consideration you would want if you were to be dismissed from a job. Your past employer's good will is necessary when it comes to getting a new job. His recommendation is important. And who knows, you might want to work for him again sometime! Future employers are always interested in your past employment, and the way you leave a job forms an important part of your work record.

Here are some things that should be considered when leaving a job:

- * Tell your employer, either orally or in writing, when you plan to leave.
- * Most employers expect a notice of two weeks or more. One week is probably minimum notice for leaving any job. The employer needs to find and sometimes train a person to fill your job when you leave.
- * Give your reason for leaving. Rather than giving a negative, fault-finding reason, it is usually better to express a positive reason. This could be your desire for more advancement opportunity, an opportunity to earn more money, or a decision to change occupations or get additional education.
- * Tell your employer about the knowledge and experience you have gained working for him.
- * Express your appreciation for the opportunity to have worked for your employer--regardless of your reason for leaving.

- When resignation is made by letter, it should be typed on white paper and enclosed in an envelope with the employer's or supervisor's name on it.
- The letter should be personally given to the employer and the employee should remain while it is read. There will always be comments.
- Here are some do's to remember when resigning from a job:
  - tell why you are leaving
  - do as good a job on your last days as on your first
  - express your appreciation
  - tell the things you liked about the job
  - see your employer on your final day of work
- And here are some don'ts:
  - don't "tell anyone off" or express dissatisfaction
  - don't criticize your employer to anyone
  - don't slack off in your work after you resign

Letter of Resignation

To: Steven W. Smith
From: Susan Johnson
Date: September 3, 1973
Subject: Resignation as Secretary

This is to inform you of my resignation as receptionist and termination of employment with the Ralston Company effective Friday, September 13, 1973.

While I have enjoyed my duties and my association with Ralston, I have decided that I can best reach my personal goals by returning to the Universtiy this term to further my education.

My experience with the Ralston Company will be valuable to me in any future work situation. I appreciate the opportunities for work and learning which my association with Ralston gave me.

Sincerely yours,

(your signature)

(If letter typed, type
your name here)

Determining Take-home Pay

Take-home pay is the actual amount of your pay check after all deductions have been made. The salary suffers several blows, including taxes, insurance, dues, and retirement. All of these withholdings subtracted from the gross salary results in the net, or take-home pay.

Take-home pay can be determined by this chart:

Gross Salary..$____.___

(use wage/hour times number of hours in average work week; weekly wage; bi-weekly wage; or monthly wage.)

Federal Income Tax...........................$____.___

(rates available from employer)

State Income Tax..............................$____.___

(rates available from employer)

F.I.C.A. (Social Security)..................$____.___

(rates available from employer)

Your share of group insurance................$____.___

(rates available from employer)

Union or other dues..........................$____.___

(rates available from employer)

Company retirement...........................$____.___

(rates available from employer)

Other..$____.___

(depending on company)

Total Withheld.............$____.___

Net Take-Home Pay..........$____.___

TITLE: THE HIGH SCHOOL STUDENT IN THE WORKING WORLD:
A HANDBOOK FOR COUNSELORS
AUTHOR: BORMAN, CHRISTOPHER; AND OTHERS
PUB. DATE: 1981
LENGTH: 116 PAGES
ERIC NO.: ED 205 808

Counselors or teachers will find this handbook useful for working with students who plan to enter the working world during or following high school; the information provided can be helpful to all students. Twelve chapters discuss the following topics:

(1) Helping Students Explore Interests, Abilities, Values, Potentials, Limitations
  - standardized tests
  - informal assessments

(2) Career Decision Making

(3) Involving the Family in Career Decisions

(4) Specific Hints on Getting Hired
  - locating job openings
  - filling out applications
  - writing a resume
  - do's and don't's during the job interview
  - assessing the employer and the job
  - affirmative action
  - what are employers looking for

(5) What to Expect After Initial Employment

(6) Exploring Self-Employment

(7) Vocational Education Programs in Secondary Schools

(8) Post-Secondary Vocational-Technical Training Programs

(9) Counseling the Handicapped

(10) Sources of Information about Careers in Your Community, Not Requiring a Baccalaureate Degree

(11) Planning a Career Guidance Program

(12) Sources of Free and Inexpensive Career Information Materials

One of the practical tools supplied in the Career Decision Making section is reproduced here.

The Study of an Occupation

The Following Outline is to Serve as a Guide to Research a Particular Occupation:

- I. Name of the occupation
  (If there is more than one name given, please list)
- II. Reasons for selecting this occupation to study
- III. History of the occupation
- IV. People in this occupation
  - A. About how many people are employed in this occupation?
  - B. What are the current trends relating to this occupation? Is this occupation a new area of work in our society?
  - C. Where are job opportunities available?
- V. Duties performed in this occupation
  - A. General duties
  - B. Specific duties
  - C. Hours of work ordinarily required
  - D. Is there anything unusual about the number of hours or the nature of the work schedule which might relate to this occupation? (Seasonal working conditions, days, nights, split shifts, etc.)
- VI. The nature of the job
  - A. List some of the benefits that you might expect to gain from this occupation other than salary.
  - B. What hazards can you anticipate in this job?
  - C. What organization can you expect to join?
  - D. What demands would this job place on the family?
- VII. Qualifications of employees in this field
  - A. Age
  - B. Health and physical condition
  - C. Personality
  - D. Experience
  - E. Aptitudes
  - F. Education (general level and type required)
  - G. Other

VIII. How does a person enter into this occupation?

IX. Earnings
   - A. Beginning Salary
   - B. Average Salary
   - C. Exceptional Salary
   - D. What expenses might you meet in this occupation?

X. Career Advancement
   - A. What are the chances of advancement in this occupation?
   - B. Do the advancements require additional training? Why?
   - C. Would advancements require additional duties? Explain.
   - D. Could advancement require moving to another location?
   - E. Is there a need for continuing education to hold this position?

XI. Educational Planning
   - A. What would be the complete high school program that would be best in order to enter into this occupation? (Subjects that would benefit you the most in the future work.)
   - B. If you are required to attend a post-secondary vocational-technical school or community college,
     1. What are the entrance requirements?
     2. What courses would you expect to take?
     3. What is the length of the training?
     4. What is the cost of the training?
     5. What schools of this type are available in this locality?
   - C. Briefly discuss any armed forces training that may be offered in this area of training and work.
   - D. Is a college or university education required?
     If so:
     1. What are some of the specialized courses required for graduation or certification?
     2. What is the approximate cost per year of this education? (Try to choose a college in which you might be interested, and use these facts.)
     3. What are the scholarships, loans or grants that you could use to help pay for the cost of education?

E. Other training
    1. Is an apprenticeship program available?
    2. Is there a company training program available?
    3. Is there on-the-job training?

XII. Finding a job
    A. Identify public and private employment agencies that might be helpful in securing a job in this field.
    B. Newspaper ads: Do these job fields place ads in the newspaper for purposes of finding workers? (Watch the newspaper and clip out several of the ads).
    C. List four firms to which you might apply for a job in this field.
    D. When preparing a letter of application, you are usually required to list at least three people as references. Whom would you list? (These people should be persons that know your working ability, as well as your overall personality.)

XIII. Related fields of work

Identify several other occupations that could effectively utilize the training and experience required in the occupation you are researching.

XIV. After studying this occupation in depth, state why you would or would not like to pursue it as a career.

TITLE: GUIDE FOR AN ASSESSMENT OF BASIC LIFE SKILLS, AND
BASIC LIFE SKILLS: RESULTS MANUAL. PACKAGE NOS. 12-17
PUB. DATE: 1977; 1978
LENGTH: 53 PAGES; 362 PAGES
ERIC NOS.: ED 139 819; ED 167 602

The National Assessment of Educational Progress (NAEP) developed basic life skill items to measure the achievement of 17-year-olds in the following skill areas: (1) personal finance and consumer protection; (2) health maintenance; (3) interpersonal competence; (4) family responsibility; and (5) career development. Items in these five areas are distributed throughout the six packages (numbers 12-17). In addition, a limited number of items measure citizenship skills; selected items from each of the five skill areas also have been grouped separately to measure community resource skills. It is possible to develop a booklet using only items from those areas.

The basic life skill items were constructed to measure performance according to the objectives summarized here:

- Personal finance and consumer protection skills include the ability to responsibly allocate one's personal resources, select products and services on the basis of available data, establish and evaluate financial services like savings accounts, charge accounts and loans, and protect one's products and services through insurance and other resources available to aid the consumer in the face of misleading or fraudulent claims or tactics.
- The health maintenance items were divided into two broad categories. Most of the items measure knowledge about conditions and practices necessary to maintain good health, and the remaining items deal with how, when and where to obtain medical services. A small set of items that measure knowledge of reproduction, hygiene and venereal disease were not included in this assessment but can be ordered from National Assessment.
- The interpersonal skills items measure knowledge of techniques useful in both one-to-one and group situations. Several of the items ask students to discriminate between helpful and harmful interpersonal behaviors.

- Family responsibility skills are a specialized set of interpersonal skills. The items in this group focus on specific problems in the family--between parents, between parent and child, and between siblings.
- The career development items measure whether the individual is capable of making responsible career decisions, whether one knows how to seek employment and whether he recognizes the rights and responsibilities of employment.
- The citizenship items measure the ability of individuals to recognize their basic civil rights and responsibilities.
- The community resource items measure the ability of individuals to use community resources in dealing with issues in personal finance, health, family counseling, employment and civil rights.

Altogether, 168 items measure skills in these areas. Many of the items include several parts and thus measure several related skills.

Basically, the assessment items may be used in any way desired. They can be part of a pool individual teachers may choose from; they can be used as instructional tools; they can be part of a classroom-, school- or district-wide assessment. Since the six booklets require a total of approximately four hours to administer, you will probably decide to use items from only one or two of the skill areas to construct your own assessment booklets. You may also decide to fill out a given area with additional items of your own. Each school or district is responsible for constructing and duplicating the booklets, administering the assessment, scoring and analyzing the results.

The results manual presents the full results of the NAEP survey of 1,300 17-year-olds as well as the six test booklets and corresponding answer sheets. Tables display the survey results nationally, by region, and by sex; results for 17-year-olds in grade 11 are displayed separately.

The first row contains the NAEP exercise number, the exercise part, and the correct response label (key). Row 2 contains the percentage of correct responses. Row 3 shows the standard error of the percentage. Adjustments have been made for low response rates in the latter half of each of the six test booklets. The six test booklets and corresponding answer sheets are also included. They can be used as discrete exercises for local assessment or as a controlled replication of the NAEP survey. If replication is the intent, reference to the Results Manual is essential.

The outline of basic skill areas assessed and a sample of selected items are reproduced here.

OUTLINE OF SKILL AREAS COVERED IN BASIC LIFE SKILLS ASSESSMENT

1. Personal Finance and Consumer Protection Skills
   A. Allocating personal resources
   B. Selecting products and services
   C. Establishing and evaluating financial services
   D. Maintaining and protecting products and services

2. Health Maintenance Skills
   A. Recognizing conditions and practices conducive to good health
   B. Recognizing how; when and where to obtain medical services
   C. Demonstrating knowledge of sexual functioning

3. Interpersonal Skills
   A. Demonstrating knowledge of skills useful in interpersonal relationships
   B. Distinguishing between helpful and harmful interpersonal behavior

4. Citizenship Skills
   A. Recognizing basic civic rights and responsibilities

5. Family Responsibility Skills
   A. Demonstrating knowledge and skills useful in family relationships
   B. Demonstrating knowledge useful in parenthood

6. Community Resource Skills
   A. Identifying community resources and services available to help meet community needs

7. Career Development Skills
   A. Knowing individual characteristics
   B. Knowing career and occupational characteristics
   C. Implementing career decisions

D. Improving career opportunities
E. Developing employment-seeking skills
F. Developing skills generally useful in careers
G. Handling financial and legal aspects of employment
H. Recognizing employee rights and responsibilities

Suppose a person has just been arrested because the police have evidence that he has stolen some money. Look at the rights listed below. Decide which rights the accused person has now that he is under arrest.

A. Does the accused person have the right to remain silent when police ask questions about the crime?
   (1) Yes
   (2) No
   (3) I don't know.

B. Does the accused person have the right to know what he is accused of?
   (1) Yes
   (2) No
   (3) I don't know.

C. Does the accused person have the right to see a member of his family before he is jailed?
   (1) Yes
   (2) No
   (3) I don't know.

D. Does the accused person have the right to have a lawyer represent him?
   (1) Yes
   (2) No
   (3) I don't know.

E. Does the accused person have the right to go free if he returns the stolen money?
   (1) Yes
   (2) No
   (3) I don't know.

Paul is 17 and has had a few dates. He met a girl and they started seeing a lot of each other. His parents have expressed concern not only about the hour that he comes in but also about the number of nights he is away from the house on a date. They ask Paul to talk with them about this problem. Which one of the following is the best response for Paul to make?

(1) "You don't even know this person - it's not your problem."
(2) "Keep your nose out of my business."
(3) "Well, you're my parents, and I'll do what you decide."
(4) "Let's work out a solution we all feel good about."
(5) "Well, we'll probably argue and never agree."
(6) "Hey, I'm grown up. It's time I did my own thing."
(7) I don't know.

Virginia applied for a credit card at a department store. The store investigated Virginia's credit background and this is what they found. Virginia is 21 and divorced. She has many charge accounts. Several times she has missed one or two payments on a charge account.

	Yes	No	I don't know
A. Can the department store legally refuse credit to her because she is only 21 years old?			
B. Can the department store legally refuse credit to her because she is divorced?			
C. Can the department store legally refuse credit to her because she has missed one of her payments?			
D. Can the department store legally refuse credit to her because she has too many charge accounts?			

Assume that you are shopping in a local supermarket for food for your family and want to save money on your purchases. For each part on this and the next page, choose the one food that would usually cost the LEAST for an equal serving. Assume that the foods are not on sale.

A. Which one would usually cost the least?
(1) Nonfat dried milk
(2) Skim milk
(3) I don't know.

B. Which one would usually cost the least?
(1) Rib roast
(2) Chuck roast
(3) I don't know.

C. Which one would usually cost the least?
(1) Fresh carrots
(2) Fresh tomatoes
(3) I don't know.

D. Which one would usually cost the least?
(1) Block cheddar cheese
(2) Pre-sliced cheddar cheese
(3) I don't know.

TITLE: OPTIONS: A CAREER DEVELOPMENT CURRICULUM
FOR RURAL HIGH SCHOOL STUDENTS
AUTHOR: DUANE, FAITH; AND OTHERS
PUB. DATE: 1980
ERIC NO.: ED 200 356 - ED 200 361

OPTIONS: A Career Development Curriculum for Rural High School Students was developed at Dartmouth College from 1976 to 1978 under a grant from the Women's Educational Equity Act Program Staff of the U.S. Office of Education. The project staff worked with rural teachers, citizens, students, and school administrators in five regions of the United States to prepare thoroughly tested and successful course materials that deal with the particular needs of young people in rural areas. The curriculum frequently pinpoints the problems and interests of rural women, but it has been prepared to be useful and appropriate for both male and female students.

There are four units in the OPTIONS course. Each unit of the curriculum contains information, skill work, and some form of confrontation with reality. Each has a different emphasis. Unit I, (151 pages) "Understanding People in Our Area," introduces the central problem areas adults face, using the personal observations of students as a base, supplemented with data intended to enable students to generalize from their individual perceptions. By the end of that unit, the student should have a clear sense of the difficulties both men and women in the area face and should be motivated to begin developing skills to help cope with them.

Unit II, (94 pages) "Decision Making," has students work on the skills most needed to address the problems discussed in the first unit. It is an expandable unit that can be tailored around individual and class needs.

Unit III, (357 pages) "Life Planning," asks the class to apply the skills developed in Unit II to the information collected in Unit I. This is an experience-simulation unit, intended to teach students assessment skills that are used to project their future lives and then to simulate their responses to problems that might stand in the way of self-realization. This is done primarily through a Learning Activity Package (LAP) on assessment skills and a simulation game called "The Game of Life: Choice and Chance."

Unit IV, (210 pages) "The Juggling Act: Lives and Careers," uses case studies to involve students in solving complex life problems. It uses the skills and information developed in the course thus far and adds others such as: being interviewed, filling out job applications, writing a resume, dealing with sex discrimination, and dealing with family/work conflicts.

The original curriculum, developed and field tested from 1976 to 1977, focused on the lives of people in rural New England. To broaden the application of the curriculum and to test its adaptability, four additional sites were selected during the summer of 1977 to develop and field-test regionally adapted versions of the curriculum. The sites were chosen to represent very different rural areas of the country: Nebraska, New Mexico, Oregon, and Tennessee. In each state, a site coordinator was hired to oversee adaptation by local teachers and testing procedures for that version of the curriculum. Adaptation was completed during the fall of 1977 and the curriculums were field-tested during the winter and spring of 1978.

The OPTIONS course is now available in five versions roughly designated as appropriate for the Northeast, the Appalachian South, the Midwest, the Southwest, and the Northwest. The core OPTIONS curriculum is presented in the Midwest version. Adaptation packets for the other regional versions consist of pages with regional specific references that can be exchanged with pages in the core curriculum to adapt the course to your region. For further adaptation to the special circumstances of a particular state or locality, an Adaptation Manual has been included with the teacher materials. This manual outlines a step-by-step procedure for tailoring the curriculum to a particular area. The adaptation process does not require curriculum experts or complex equipment; it is intended for use by school personnel anywhere in the United States.

The OPTIONS curriculum has been designed as a coherent career development/life planning course, 9 to 12 weeks in length. But all the units and many of the lessons can be used alone or in the context of other courses. The independence of component parts has been designed into the course; teachers should be encouraged to take advantage of that feature.

Unit I, "Understanding People in Our Area," focuses on life in rural localities. Designed to last approximately 13 days, the unit uses student experience and supplementary data as a basis for discussion of the local area, its people and their roles, the advantages and disadvantages of being a local woman, sex stereotypes at home and on the job, and household responsibilities. In addition to 10 detailed, color-coded lesson plans (complete with instructions, learning objectives, materials lists, and student activity sheets), the unit contains a Learning Activity Package on time management, a teacher's guide, an appendix with additional teaching tips and learning activities, an adaptation manual with information about tailoring the program to local needs, and an introduction to the program in general.

Designed to last approximately seven days, Unit II, "Decision Making," focuses on teaching students decision making skills to enable them to exercise more control over their time and energies. The unit introduces the decision making process; provides practice in applying the process (especially to personal decisions); and presents background information about taking risks, using decision strategies, making educated decisions, and acting on decisions. The unit is organized into five color-coded lessons, each containing complete instructions for classroom activities and homework, learning objectives, detailed lesson plans, student activity sheets, and teaching tips. The unit also contains an appendix with additional teaching hints, information about group dynamics and discussions, and more student activities; and an adaptation manual with instructions for tailoring the unit to local needs.

Designed to last approximately 12 days, Unit III, "Life Planning," focuses on skills application. Through experience simulation, students apply skills learned in Unit II to the information from Unit I; they project their future lives and simulate their responses to problems that might stand in the way of self-realization. The unit concentrates on a simulation game, "The Game of Life: Choice and Chance," and a Learning Activity Package on assessment skills. The game is based on life stages and the role of choice and chance at each stage. The game packet, included with Unit III, contains monitor's instructions, a list of "identities," chance and consequence sheets for the various life stages, instructions for scoring life's "satisfaction points," and five game boards. Unit III also includes a teacher's guide, learning objectives, 10 complete lesson plans, an appendix of additional teaching tips and student activities, and an adaptation manual designed to help school personnel tailor the program to a particular area.

The fourth and final unit, "The Juggling Act, uses imaginary case studies of rural women to involve students in solving complex life problems through simulation. Individual lessons in the 13-day unit focus on job search techniques (resumes, interviews, skills identification, small business establishment), job conflicts, sex discrimination, welfare, the pros and cons of marriage, job status, vocational training, family-career conflicts, family goals, and household budgets. Each lesson contains teaching instructions, a materials list, learning objectives, student activity sheets, optional activities, and teaching hints. The unit also contains an appendix of additional instructional information and student activities, and information regarding the adaptation of the unit to suit the local situation.

TITLE: INVESTIGATION OF THE ADKINS LIFE SKILLS DEVELOPMENT PROGRAM: EMPLOYABILITY SERIES
AUTHOR: CLAWSON, THOMAS W.; MORROW, SARA W.
PUB. DATE: 1978
LENGTH: 41 PAGES
AVAIL.: DIVISION OF VOCATIONAL EDUCATION, DEPARTMENT OF EDUCATION, KNOTT BUILDING, TALLAHASSEE, FL 32301

This report reviews the findings of a practical study of the Adkins Life Skills Development Program: Employability Series. Discussion includes an introduction and overview of the program, feasibility of implementation in a variety of settings, possible impact upon the economy of participants using such a program, a cost analysis of the program, and a subjective and objective evaluation of the implementation of the program at the University of North Florida Cooperative Education and Placement Center.

The Adkins Life Skills Program is based on a four-stage structured inquiry model. The four stages in order of sequence are:

(1) Stimulus
(2) Evocation
(3) Objective Inquiry
(4) Application

The objectives of each stage as well as the roles of the LSE and learner vary. The time required for each unit also may vary but typical duration is 8 to 12 hours.

The Stimulus Stage concentrates on videotaped presenting problems. The videotape serves as a stimulus to focus the attention of the group on a specific problem area in order to produce a response.

The Evocation Stage essentially involves the learners by evoking their response to the stimulus. One of the critical objectives of this stage is to "dignify the learner" by recording what the group already knows. Another focal point of this stage is to enhance group rapport and encourage working together as a group. As the learners' levels of curiosity and involvement in the group process increase, their responses are categorized and "need to know" areas are defined.

The Objective Inquiry Stage may be thought of as the "discovery" stage. The objectives of this part of the model are to validate the knowledge already acquired by the learners and to find and use new resources. Not only are current assumptions tested but new knowledge is gathered. During this stage students learn how to collect, use, and evaluate information.

The learners "reality test" during the Application Stage. The newly acquired knowledge and insight are put into practice. Skill acquisition is an essential step in this process. This last stage broadens the learners' experiences and helps them gain confidence in their new knowledge and skills.

The Appendices contain a Life Skills Educator Training Program Performance Contract, a Student Opinion Form, as well as announcements about the program's availability.

TITLE: WHERE DO I GO FROM HERE? A CAREER GUIDANCE WORKBOOK
AND
WHERE DO I GO FROM HERE? A CAREER GUIDANCE LEADER'S MANUAL
AUTHOR: SOLDWEDEL, BETTE J.
PUB. DATE: 1980 (REVISED, 1982)
LENGTH: 36 PAGES; 57 PAGES
AVAIL.: DIVISION OF VOCATIONAL EDUCATION, DEPARTMENT OF EDUCATION
KNOTTS BUILDING, TALLAHASSEE, FL 32301

The Workbook and this Leader's Manual, both entitled WHERE DO I GO FROM HERE?, were developed to provide resources for youth and adults who want and need career guidance help but who no longer have school guidance services available to them. This population will present extraordinarily diverse characteristics in terms of age, socio-economic background, educational achievement, previous work experience. Nonetheless, they will share a common concern: identifying a meaningful role for themselves in the world of work. WHERE DO I GO FROM HERE? addresses that concern by introducing four self-study units: Self-Awareness, Career Awareness, Economic Awareness, and Decision-Making.

The Workbook is designed to be self-instructional and to permit the individual to work independently. The Leader's Manual is intended to serve as a guide for those who may wish to provide one-to-one tutorial assistance to others or who may wish to conduct group career guidance units for out-of-school youth and adults. A standard format was adopted for presentation of the self-study units. Each unit begins with statements of PURPOSES. These are expressed in two sentences which describe the ultimate intent of the unit. A one-page DISCUSSION follows. This section is designed to promote reader interest in the topic and to further clarify the particular concept under study: Self-Awareness, Career Awareness, Economic Awareness, Decision-Making. WORKSHEETS to be completed by the reader are included in each unit. These require each individual to sharpen perceptions of self in relation to career considerations and objectives. A list of RESOURCES directs the reader to supplementary materials for additional clarification of concerns. The materials listed in RESOURCES have been field-tested with out-of-school youth and adults and have been identified as effective in a program of self-study. Lastly, a SELF-ASSESSMENT SUMMARY page asks the reader to list discoveries made as a result of unit activities. The intention is to help the individual reflect on new information and new knowledge which was acquired as a result of self-exploration.

The Leader's Manual was developed to provide helpful suggestions for those who use the workbook WHERE DO I GO FROM HERE? in contacts with youth and adults. The five self-study units which provide the structure for the workbook also appear as individual units in the Leader's Manual: Self-Awareness, Career Awareness, Economic Awareness, Decision-Making, Reentry Women. A standard format was adopted for each unit. First, the leader is asked to focus attention on the intent of the unit. To the right of this step, the PURPOSES, as they appear in the student workbook, are reproduced. The Leader's Manual also includes a description of the resources suggested in the student workbook. The resources vary in sophistication, in level of difficulty, and in readability. Each leader should be thoroughly familiar with each resource and be able to recommend materials as appropriate for individual students. LEADER INSTRUCTIONS are given for each resource. These are based on recommendations generated as a result of the field-test of resources. In addition, the Leader's Manual contains a list of books, instructional units, and assessment instruments to help the leader increase his/her skills in work with out-of-school youth and adults.

TITLE: THE EMPLOYABILITY SKILLS SERIES
PUB. DATE: 1979
AVAIL.: DIVISION OF VOCATIONAL EDUCATION, DEPARTMENT OF EDUCATION, KNOTT BUILDING, TALLAHASSEE, FL 32301

What Are Employability Skills?

Employability skills are the nontechnical, cross-vocational skills related to getting and keeping a job. These skills include such abilities as choosing an occupation, filling out an application form, managing personal finances, getting along with people on the job, practicing good work habits, and resigning properly from a job.

What Is the Employability Skills Series?

The Employability Skills Series is a set of instructional materials designed to teach secondary students and adults the skills involved in getting and keeping a job. The purpose of the series is to provide educators with ready-to-use student materials that are competency-based and validated for effectiveness and acceptability in actual classrooms. Oriented to young fifth-grade reading level, the materials have a flexible format that can be used in a variety of instructional settings.

The materials were developed systematically. First, objectives describing competencies were selected and adapted from a catalog of objectives validated by Florida educators. Next, objectives were defined for each unit of instruction. Instruction, activities, and tests were then designed and written for each objective. The objectives thus became the structural elements of the units, with the instruction organized around them. Since instruction and standards of performance are given for each objective, the units lend themselves to competency-based instruction. Each objective or unit in the series can be used alone or in conjunction with the other objectives or units.

The materials have been thoroughly field-tested and revised until students tested achieved the competencies described in the objectives. Comments and questionnaire responses from Florida educators and students were used in revisions to ensure that the format and reading level are appropriate for actual classroom use.

Components in the series are:

Six student booklets (with instructor's guides)

1. Choosing an Occupation--How to obtain personal and occupational information necessary for making career choices.
2. Your Job Search--How to prepare for the job hunt, get leads, make contact with the employer.
3. Applying for a Job--How to write resumes, fill out application forms, take pre-employment tests, interview for jobs.
4. Good Work!--How to develop good work habits like performing tasks responsibly, observing safety rules, following instructions.
5. Personal Finances--How to save, shop, bank, budget, fill out tax forms, check payroll deductions, balance a checkbook.
6. Job Changes--How to handle promotions, resignations, job losses, career changes.

A filmstrip (with cassette and instructor's guide)

Your Job: Will You Keep It?--How to keep a job by practicing good work habits and getting along with others.

A game (with instructor's guide)

Job Scene--How to make on-the-job decisions related to good work habits and interpersonal relations.

A resource guide

A Guide to Employability Skills Materials--Annotates available resources that represent a wide range of media; lists the names and addresses of publishers and other helpful sources; lists materials developed in Florida.

Who Teaches Employability Skills?

At some time in their lives almost all students will need the skills related to getting and keeping a job. These employability skills are taught by occupational specialists and guidance counselors through workshops and minicourses, and by vocational instructors and academic teachers who relate the skills to certain aspects of their courses. Here are some suggested topics within the area of employability skills that can be integrated into your classroom activities and curriculum:

1. Guidance counselors
   aptitude and interest inventories, occupational information, decision-making skills, career development and advisement, interpersonal relations
2. Language arts instructors and business instructors
   filling out application forms, work-related vocabulary development, writing resumes and letters of application, interviewing skills, communication skills, taking telephone messages, using correct grammar and spelling, following oral and written instructions
3. Mathematics instructors
   basic operations, work-related computational skills, budgeting, tax computation, cost of credit, interest calculations, banking
4. Physical education instructors and home economics instructors
   health habits, appearance, nutrition, safety
5. Vocational educators, cooperative program coordinators, career education specialists, occupational specialists, placement personnel
   all employability skills, including following instructions, observing safety rules, and using time and materials well

Validation of the Series

The Employability Skills Series is based on objectives and test items in the Florida Catalog of Occupational Education Objectives: Employability Skills. The objectives were validated for relevance and comprehensiveness by a statewide network of persons representing business, education, and government. Test items in the catalog were evaluated in classrooms in rural, urban, and transitional counties in Florida.

Based on these validated objectives, the Employability Skills Series of competency-based instructional materials was developed using systematic instructional design techniques. All Employability Skills materials went through several cycles of testing and revision. Revisions were made in response to pretest-posttest results and questionnaires obtained from

Florida educators and students. This ensures that the materials are effective, acceptable, and at an appropriate reading level. For example, the unit, Good Work!, was tested in rural and urban schools with vocational and academic students from ninth grade through adult. Field trials indicated that, for most objectives, 80 to 100 percent of the students who completed instruction on an objective were able to pass a test on that objective. In addition, student and instructor attitudes toward the materials were favorable.

In addition, the six student booklets and instructor's guide are available in Spanish.

TITLE: BASIC LIFE SKILLS FOR COOPERATIVE PART-TIME TRAINING. COORDINATOR'S GUIDE

PERSONAL DEVELOPMENT FOR COOPERATIVE PART-TIME TRAINING. COORDINATOR'S GUIDE

JOB-RELATED INSTRUCTION FOR COOPERATIVE PART-TIME TRAINING. COORDINATOR'S GUIDE.

AUTHOR: HOHHERTY, DURWIN
PUB. DATE: 1981
LENGTH: 490 PAGES; 249 PAGES; 468 PAGES
ERIC NO.: ED 216 176 - ED 216 178

There are certain basic knowledge and skills that a person entering the world of work must possess in order to succeed and achieve personal goals. This publication attempts to identify those elements and to provide a practical and logical means of presenting the materials which will help students relate the importance of each element to a future job and to everyday life.

The program, entitled Related Instruction for Cooperative Part-Time Training, includes 25 units divided into three sections: basic skills, personal development, and job-related instruction. Each instructional unit designed to cover more than one lesson or period includes these basic components:

(1) objectives	- instruction is based on performance objectives stated in two forms: unit objectives and student performance objectives.
(2) notes to the coordinator	- outlines steps to follow to accomplish specific objectives
(3) information sheets	- provide content for meeting cognitive objectives
(4) assignment sheets	
(5) transparency masters	- present information in a special way
(6) tests	- written tests provided to measure student understanding of content
(7) answers to assignment sheets and tests	

Units for Basic Skills

1. Survival Skills
2. Income Tax
3. You and the Law
4. Communications
5. Banking
6. Consumerism
7. Credit
8. Budgeting
9. Insurance
10. Metric System

Units for Personal Development

1. Leadership Development
2. Personal Appearance
3. Understanding Yourself
4. Assuming Responsibility
5. Human Relations
6. Decision-Making

Units for Job-Related Information

1. Orientation
2. Job Application and Interview
3. Safety
4. Employer-Employee Relations
5. Getting Along With Co-Workers
6. Salaries: Where Do They Go?
7. Changing Jobs and Resignations
8. Labor Unions
9. Free Enterprise

II. CAREER PLANNING

INTRODUCTION

Career planning is part of the systematic assistance given to students to help them develop goals and choices related to their educational and vocational futures. For students, career planning means thinking through short-term and long-term goals and recognizing that the attainment of short-term goals often contributes to the achievement of long-term goals.

Services in the area of career planning are predicated on the notion that all individuals need assistance in clarifying and establishing long-term goals and in deciding which short-term goals best service long-term objectives. Planning decreases the possibility of error in choosing among many career paths and alternatives. By clarifying their objectives, students examine their abilities, interests, resources, and motivations. The process of career planning cannot be done for the student. The process must include self-examination in order to determine answers to the questions of "What do I want to do?" and "What can I do?" The end product of planning is choice or decision about educational and/or occupational goals.

The following materials highlight activities that may be used to facilitate the career planning process as well as vocational/career counseling competencies that are useful to counselors responsible for helping students with career planning.

TITLE: CENTRAL KANSAS CAREER DEVELOPMENT PROGRAM:
A COLLECTION OF UNITS IN CAREER DECISION
MAKING. TEN SEQUENTIAL INSTRUCTIONAL MODULES
TO ASSIST SECONDARY STUDENTS IN THE DEVELOPMENT OF OCCUPATIONAL DECISION MAKING SKILLS.
PUB. DATE: 1978
LENGTH: 66 PAGES
ERIC NO.: ED 185 391

In response to an expressed need for a mini-course to assist secondary students in improving their occupational decision making skills, a set of career units was developed during the 1977-1978 school year.

The program is designed to help provide students with a plan for obtaining and identifying useful information for judging and making a flexible and tentative career choice. The first few units focus on values to help students pinpoint what is important to them. Information is then identified to aid students in exploring their preferred occupations and to discover the necessary education, job requirements, and rewards (satisfaction) they can expect. In order to link values and information, students learn a process for ranking occupational alternatives and predicting possible consequences and outcomes. The units center around activity and student involvement to insure that students assimilate basic concepts introduced in the program.

The ten sequential instructional modules are designed for grades nine and ten but may be adapted for grades eight, eleven and twelve. Topics covered in the mini-courses include: (1) values clarification (individual values, value hierarchies); (2) job rewards for different jobs; (3) choosing between competing alternatives; (4) individual abilities and interests; (5) decision making (phases and errors in the process); and (6) career decision making.

Each unit presents developmental and performance objectives, a capsule description of the unit, a needed materials list, suggested activities, and the handouts necessary for completing the mini-course.

The introduction for students and Unit One, Values Clarification, are reproduced on the following pages.

CAREER DECISION-MAKING

INTRODUCTION FOR STUDENTS

Sometimes you may wonder what you will be doing after you finish high school. Today you are living in a complex world. A great variety of occupations exist which adds to the difficulty of career choice. Making career choices is ONE of the most if not THE most important act in your life.

Purpose of Mini Course:

To assist you in improving your occupational decision making skills.

What is Career Decision Making?

A process, a plan, a strategy for obtaining and identifying useful information for judging and selecting from two or more possible career choices.

What areas will be covered in the Mini-Course?

Your options, your values, and information you know (or need to know) about occupations. It is designed to help provide you with a plan for making a flexible and tentative career choice.

1) We will begin by talking about values, in order to discover what is important to you.
2) Occupational Information will be the next area covered, in order to aid you in exploring your preferred occupations and to discover the necessary education, job requirements, and the rewards (satisfactions) you can expect.
3) Career Decision Making will link values and information. You will learn a process for ranking occupational alternatives and predicting possible consequences and outcomes.

At various decision points you may be dissatisfied or the information you have about yourself and the occupation may disagree. You may recycle and explore another occupation or you may wish to look at yourself and your values again.

DEVELOPMENTAL OBJECTIVE:

To help each student learn they have certain values important to them which will influence their choice of an occupation.

PERFORMANCE OBJECTIVE:

The student will be able to identify and clarify things that are important to them (their values), and thereby know themselves better.

Capsule Description:

Values Clarification exercises leading to student listing of important experiences and clarifying why the experience was important to them.

Materials Needed:

paper, pencils, scotch tape or pins, handouts "Highlights of Me" and "Why I Value Success" ready for distribution

Outline the Valuing Process on the black board or on newsprint

Valuing Process

1. Thinking
2. Feeling - especially prizing and choosing
3. Communicating - listening, hearing, opportunity to tell your point of view and hear other points of view
4. Choosing
5. Acting

ACTIVITIES:

Step #1 Ask students to:

(a) Take out sheet of paper and write down seven (7) words or short phrases describing who you are.

(b) Pin or tape the sheets of paper on chest, and silently move around. Look to see what others wrote about themselves. Try to match faces with descriptions.

(c) Sit down alone. Reduce your list to the two (2) items which best describe you by crossing out five (5) items.

(d) Tape your list back on, and again silently move around. See how the descriptions have changed.

Divide total student number by 3. Have students count off and form triads.

(e) Discuss in groups of 3-4 your own description of who you are. What were the original seven descriptions? How did you decide which five to cross out?

Step #2 Ask students to remain in triads. One person at a time becomes the FOCUS PERSON. Talk about one point for about 2 minutes while the other two listen. A person may ask questions if he focuses on the person talking.

Choose one of the following and discuss for 1-2 minutes:

1. Someone who influenced your decision to take certain courses or is influencing your job or college choice.
2. Talk about someone you admire vocationally.
3. Reflect aloud your parents' vocational choices. Were they satisfied? How do they feel about their work?

Five Things You Do Well. In the same group using the same procedures, try to talk about what is good about yourself. Tell the other two persons FIVE things you do well without qualifying the statement. The other two persons are LISTENERS and believe you sincerely.

(Note: The person is trying to validate what is good about himself/herself. This procedure helps a person to feel better about themselves, and to clarify and publicly affirm what she/he does well.)

Step #3 Distribute "Highlights" and "Why I Value Success" sheets to class. They are asked to think about and list experiences in the past that were important to them, and why. Save time for discussion. You may want to collect for inclusion in a notebook.

HIGHLIGHTS

Think about experiences in your past that were important to you. List them below. With the help of the "Why I Value Success" sheet, indicate why the experience was important to you.

IMPORTANT EXPERIENCES	WHY THE EXPERIENCE WAS IMPORTANT
SCHOOL	
1.	
2.	
3.	
HOME	
1.	

2.

3.

FREE TIME

1.

2.

3.

LIST SPECIAL MOMENTS IN YOUR LIFE

POSITIVE PERSONAL ADJECTIVES THAT DESCRIBE ME

1.

2.

3.

When complete, share and discuss within the group.

WHY I VALUE SUCCESS*

1. I used my skills and know-how.
2. I was free to do it my own way.
3. I got someone to do what I wanted.
4. I helped someone to do something important to them.
5. I met a challenge or had an adventure.
6. I learned something new.
7. I felt what I did was important.
8. I gained respect or recognition.
9. I felt secure.
10. I received money or a reward.
11. I tried something new or different.
12. I felt safe doing it.

*Note: This will aid you in identifying why experiences are important to you. Feel free to add to the list.

TITLE: CAREER GUIDANCE UNIT FOR EIGHTH GRADE.
DECISIONS! DECISIONS!
CAREER EXPLORATION
FINDING A JOB YOU LIKE
FINDING A LIFE YOU LIKE
AUTHOR: GORE, JAN; MASON, BETTY; DELAP, SUE
PUB. DATE: 1980
LENGTH: 52 PAGES; 36 PAGES; 63 PAGES; 50 PAGES; 60 PAGES
ERIC NO.: ED 208 297 - ED 208 301

These teaching guides each present a career guidance unit for students in grades 8-12. Each unit is designed as a two-week program with supplemental activities included to allow expansion to four weeks. The units were planned to cover basic elements of career guidance during the four years of high school including self-awareness, educational and career awareness, economic awareness, decision making, beginning competency employability skills, and appreciation and attitudes. Although the focus is strongly on several elements in each unit, most units touch on all.

Grade 8 EIGHTH GRADE CAREER GUIDANCE UNIT

Career Awareness, Educational Awareness, Self Awareness, and Decision Making.

Students will explore careers and plan for four-year high school program based on a greater understanding of themselves and their goals.

Grade 9 DECISIONS! DECISIONS!

Self Awareness and Decision Making

Students will explore self, values and relationships. Students will understand the decision making process and goal setting.

Grade 10 CAREER EXPLORATION

Career Awareness and Educational Awareness

Students will become familiar with a wide variety of occupations and the educational and occupational stages of a career that interests them. Students will receive a brief introduction to the process of completing an application and interviewing for a job.

Grade 11 FINDING A JOB YOU LIKE

Beginning Competency, Employability Skills

Students will clarify their interests, abilities, and present skills and to develop expertise in presenting themselves and their skills to prospective employers.

Grade 12 FINDING A LIFE YOU LIKE

Economic Awareness, Appreciations and Attitudes, Career Awareness

Students will plan and prepare for their future by making connections between career choice and lifestyle and to understand the economic implications of that lifestyle.

Each unit includes an introductory section for facilitators focusing on activity adaptation, timing, small group formats, activity style, and relevance. A sample activity from "Career Exploration", the tenth grade unit is reproduced on the following pages.

SESSION 2

TRY IT YOU'LL LIKE IT

Part A--Thinking About Paid Work In Your Life
Part B--Working Inside My Home: Where Am I Now?

PURPOSE: To have participants consider their interests and abilities in two roles: a) in the working world and b) at home. In today's world, both males and females need to be prepared with a full range of skills in both areas.

GROUP SIZE: Individual

TIME: One class period

MATERIALS: Worksheet and pencil for each participant

SOURCE: Try It, You'll Like It ! A Student's Introduction to Nonsexist Vocational Education, p. 15 and p. 33.

PROCEDURE: Distribute workskeets to each participant.

Part A: Introduce activity by asking such questions as: How much do you know about the possible role in your life of paid work outside the home? Will you work? How much money will you make? What will you do? Does it make a difference whether you are female or male when you think about these questions?

Part B: Introduce this activity by asking such questions as: How much do you know about working inside your home? What is involved in maintaining a home for yourself or for you and others? Can you do all the basic survival tasks necessary for living alone? Can you do the things necessary to contribute to the well being of those you live with? Does it make a difference whether you are a female or male when you think about these questions?

Directions for each part are the same. "Read the questions below and check the answer with what fits you best."

Have students look over their question sheets and note areas in which they feel quite self-sufficient and areas that they need to acquire more information and skills. Students may want/need to discuss this information and how they can gain the additional information they need in order to set a plan for their learning and acquiring new skills that seem important to them.

The following lists give some suggestions.

FINDING OUT ABOUT SPECIFIC OCCUPATIONS

When you have identified your general occupational interests and begin to consider a wide variety of occupations which may fit your interests and needs, you will probably find that you need to get more information about some of the occupations which interest you. It is important that you find out as much as you can about several occupations before you make any decisions.

You can find out about specific occupations in a number of ways:

- -you can read and do research
- -you can talk to workers who are already in the occupations which interest you
- -you can take vocational courses and survey courses which introduce you to the skills you need for various occupations
- -you can try to find part-time or cooperative work in jobs which interest you

GETTING MORE INFORMATION ABOUT RUNNING A HOME

Learning more about the tasks involved in running a home and getting more information about your own skills and knowledge begins (where else?) at home.

You can:

- -spend a day with your mother(or another adult female) while she works in or around the home or for the family and make a list of every task she does and how long it takes her to do it

- -spend a day with your father(or another adult male) while he works in or around the home or for the family and make a list of every task he does and how long it takes him to do it

- -organize a "job try-out week" at your home: get all your family members (or all the people who live in your home) to make a list of all the work that needs to be done in or around the home or for the family (be sure to indlude such things as child care, driving people to the dentist, etc.) then assign jobs so that every one gets a chance to try every job she or he hasn't done before. (While there may be people in your house who are too young to do certain jobs safely--a four year old can't drive a car or work on a stove--make sure that other people are not excused from trying jobs because of their lack of experience or because of stereotyped ideas of "women's work" or "men's work.").

It would be important to talk with family members about your reasons for doing this activity so that they won't feel as if you are checking up on them.

THINKING ABOUT PAID WORK IN YOUR LIFE

How much have you thought about the work that you might do for pay? Listed below are some questions that may help you to do so. Read each one and check the answer that fits you best.

PAID WORK IN MY LIFE: WHERE AM I NOW?

When I think of my life, work that I do for pay seems to be:

_____very far away from my life now
_____a decision that I need to begin thinking about now

I believe that the work I do for pay will:

_____not be very important or take very much time in my life
_____be a very important and time consuming part of my life

I think that my paid employment is likely to be:

_____interesting and a source of satisfaction to me
_____not very interesting, just something I"ll do to make money

I think that when I work for pay it will be in a job which is:

_____traditional for my sex
_____not traditional for my sex

I would like to work with:

_____members of my own sex
_____members of the opposite sex
_____both females and males

I believe that I have considered:

_____a few possible occupations
_____a great variety of occupations

I believe that I have:

_____very little idea of the work I would like to do for pay
_____a good idea of the work I would like to do for pay

If I had to support myself now, I would:

_____have trouble finding a job I would enjoy
_____be able to do several different jobs that I would enjoy

I think that the work I would like to do will:

_____require very little training
_____require a fair amount of training

If I had to choose a career tomorrow, I would choose to be ____________________
and I would need to get the following training ________________________________.

I think that my paid work opportunities will be influenced by sex discrimination and sex stereotyping:

_____very little, if at all
_____to some degree
_____a great deal

I think that the factors which will be most important to me in choosing an occupation will be:

_____interest _____security _____high pay _____ prestige _____ independence
_____excitement _____a chance to help others or to contribute to society
_____freedom to do things other than my occupation _____other__________________

Read back through your answers. Are you satisfied with them? Do you think that your answers would be the same if you were a member of the opposite sex? Should they be the same?

THINKING ABOUT YOUR WORK INSIDE THE HOME

How much have you thought about the work that you do or might need to do inside the home? Listed below are some questions that may help you to do so. Read each one and check the answer that fits you best.

WORKING INSIDE MY HOME: WHERE AM I NOW?

I think I have:

_____a good idea of all the tasks that go into running a home and caring for family members
_____a general idea of what goes into running a home, but I really haven't thought much about it

I:

_____accept a lot of responsiblity for doing many different kinds of jobs around my home
_____do jobs in my home mainly when someone tells me what to do
_____rarely do work around my home

When I do work around my home, I do:

_____work that helps me alone(cleaning my own room, fixing my own food, arranging my own entertainment
_____work that helps other members of my family(working in the yard, cleaning family rooms, fixing family food, arranging family fun)

I think that other members of my family:

_____do more work that I do around the home
_____do about the same amount of work abound the home as I do
_____do less work around the home tha I do

Around my home, I do work which is:

_____traditional for my sex
_____nontraditional for my sex
_____both traditional and nontraditional for my sex

If I had to take care of myself at home for a week I would:

_____do a good job
_____do all right
_____have real problems

If I had to take care of other members of my family for a week I would:

_____do a good job
_____do all right
_____have real problems

In my ideal family or home living situation:

_____Men would do traditional "men's work" - working outside the home to support the family, working inside the home only to make electrical repairs, do heavy lifting, etc. Women would do traditional "women's work" - working primarily inside the home with full responsibility for cooking, cleaning, child care, etc.
_____All family members would take turns doing all jobs inside the home; females and males would share all tasks.
_____Family members would choose the jobs they wanted to do based on their interests and abilities.

I think that the best things about my ideal home living situation would be:

I think that the problems with my ideal home living situation would be:

If I were a member of the opposite sex, my ideal home living situation would be:

_____the same as it is now
_____the opposite of what it is now

TITLE: STUDENT DEVELOPMENT PLAN: SUGGESTED IMPLEMENTATION ACTIVITIES, LEARNING ACTIVITY PACKETS, INSTRUCTIONAL OBJECTIVES, LEARNING OPPORTUNITIES, EVALUATION AND OUTCOMES
AUTHOR: TILLEY, HERBERT, ED.
PUB. DATE: 1976
LENGTH: 68 PAGES
ERIC NO.: ED 118 941

The Student Development Plan, designed as a guide for implementing the career planning process in grades 7-12, consists of a set of learning activity packages that focus on:

Self-Awareness Objectives

1. The students will recognize themselves and other class members as unique and worthy individuals.
2. The students will examine their changing role as an individual and as a member of a group. (e.g., family, class, business and social)
3. The students will learn to affect change in themselves and others.
4. The students will recognize themselves as potential workers.

Value Clarification Objectives

1. The student will be able to list the ways his personal values vary from those of three of his classmates and conclude that this variance is appropriate.
2. The student should be able to list his personal attributes and label those attributes which have implications for career development.
3. The student should be able to draw and list conclusions regarding the importance of personal values for three chosen occupational clusters and complete a self rating for these same values.
4. When given four illustrations depicting different lifestyles, the student should be able to state which lifestyle is most appealing and to conclude that what is appealing to one person may not be to another.

5. When given several specific aspects of life-styles for three different situations, the student should be able to make a conclusion regarding the differences of opinion expressed by group members.
6. The students will be able to list the values used as criteria for making career related decisions.
7. The students will demonstrate that his values are prioritized.
8. The students will be able to relate the ways in which their values have changed.
9. The students will be able to list the characteristics which interfere with the process of valuing as applied to their own behavior. Students will be able to identify unclear values.
10. Each student's expressed values should be a part of an over-arching philosophy of living which the students can express in 300 words or less.

Data and Information Objectives

1. Every student will develop and review complete personal data and relate it to an individual plan appropriate to age.
2. Every student will investigate occupational information that provides for career clusters, specific careers and placement opportunities.
3. Every student will investigate community information that provides for career resources and career experiences.
4. The student will experience the outcomes of school-based information supplied by follow-up studies (including a yearly review and evaluation) to assure that the total school program and environment is relevant to student needs.

Decision-Making Objectives

1. The student will recognize a decision, the need for decision making and make two simple, no-risk decisions.

2. The students will identify decision-making strategies that currently exist in students and in other people. Students will also relate decisions and values.
3. The students will apply the thoughtful decision-making strategy in some of their own decisions.
4. The students will review and analyze their decision-making process in terms of the criteria for a successful decision. The students will also compare their abilities to the competencies of a good decision-maker.
5. The student will choose two or three of the fifteen career clusters as being of most interest for further, more in-depth exploration.

Counselors and school personnel should use the following guidelines to implement the Student Development Plan:

1. Teachers, counselors, and principal participate in an awareness session of the concept of the student development plan.
2. Counselors participate in a simulation exercise in the planning process.
3. A matrix is completed by the teachers that identifies what and where self-awareness, value clarification, data and information, and decision-making objectives will be learned by the students. The objectives will be learned by the students. The objectives provided may be used and/or others developed.
4. Parent orientation night is provided for developing and understanding the planning process.
5. Students are assigned to counselors.
6. Each counselor works with students in groups of 10-15 and provides the processes and procedures for students to complete a plan of action for one year that includes goals, objectives, activities and outcomes.
7. Parent, student, and counselor sign off on the plan.
8. The goals of the students are published and distributed to the teachers who have the particular student.

9. A nine-week report is filed by each student to reflect where he is in relation to the plan. Revisions proposed are also reflected.
10. Counselors follow-up on the discrepencies of the plan and proposed changes on the basis of urgency.
11. Final reports of achieved objectives and competencies are filed at the close of each school year by each student, certified by the teacher, and sent to the counselor for inclusion in the record.

TITLE: GUIDE FOR OCCUPATIONAL EXPLORATION:
ACTIVITIES IN CAREER AND SELF-ASSESSMENT.
COUNSELOR EDITION
AUTHOR: RYAN, THOMAS P.
PUB. DATE: 1980
LENGTH: 125 PAGES
ERIC NO.: ED 197 108

The self- and career-assessment activities contained in this booklet, together with the summary sheet (score card) which each student will produce, provide a structured process for students to examine their preferences, artitudes, and value systems and compare these with the requirements and attributes of 35 specific careers. It is primarily intended for students without extensive work experience. It is intended to help students better understand themselves and the world of work, and begin to see points of similarity and conflict between their self-perceived strengths and weaknesses and the demands of jobs and careers. Although it is written mostly for group discussions and group counseling sessions, it can be used in individual counseling (for some students) as a self-instructional package.

It is not a substitute for standard interest surveys, aptitude tests, vocational instruction, or professional counseling. It is, rather, intended as a guide for partly self-directed and partly collaborative career planning, to be used in interaction between students and counselor. It is a resource--a tool for enhancing current programs or providing a base for local program development.

The booklet is structured into 17 topic areas for group discussions (the first three sections), a "summing up" section in which the students arrive at scores for the match between their preferences and the requirements or attributes of the 35 individual careers included, and a concluding section containing suggestions for continued future planning and checklists for finding and getting jobs. The first three sections are: Section I, Rewards (four topic areas, i.e., security, achievement, personal fulfillment, pay and benefits); Section II, Requirements (seven topic areas, i.e., education or special training, physical demands of a job, adaptability to work situations, individual responsibility, commitment to ideals, involvement with people, and leadership); and Section III, Environment (six topic areas, i.e., physical surroundings, emotional climate, independence, variety, ways of describing careers, and labor unions).

For each topic area, the student is given a series of activities to prepare for group discussion (questions to think about and try to answer, words or phrases to look up if necessary, preliminary decisions to make, etc.). In each case, the questions can form the basic agenda for the discussion session, with students expected to come to general conclusions as to how they feel about the topic, and particularly how important it is to them. An important role for the counselor in these discussion sessions is the selection of five jobs, or careers repeated on the score sheets at the end of each topic for student reference, for specific discussion in connection with the topic. It is important that these be highly relevant to the topic under discussion, since the student, at the end of the discussion, is in effect rating the job at the same time he/she is rating the quality and importance of the topic. These ratings are entered on a summary sheet (Section III) to provide a quick reference sheet on the students' overall choices, for use in later individual career counseling.

The last section contains some suggestions for further reading to motivate a continuing career planning process, and checklists for finding and getting jobs.

The "Notes to the Counselor" preceding each section make specific suggestions for structuring the topics and ratings contained in each. These suggestions are only examples; the materials are intended as resources and can be used in many ways as defined by counselor ingenuity and imagination. All of the student materials, which come in a separate edition, are reprinted in this counselor edition.

A sample score sheet from the Rewards section is reproduced here.

SCORE SHEET: SECURITY

Ratings

1. UNACCEPTABLE--I would not take a job which had this.
2. UNDESIRABLE--I wouldn't really want a job which had this.
3. UNDECIDED/INDIFFERENT--I don't know enough about this, or it just isn't important enough to matter to me.
4. DESIRABLE--I would want this in a job.
5. NECESSARY--I wouldn't choose a job without this.

RATING FOR THIS TOPIC

Careers

____1. poet
____2. pharmacist
____3. mayor
____4. sporting goods salesperson
____5. photographer
____6. chemist
____7. social worker
____8. accountant
____9. acrobat
____10. lawyer
____11. nurse
____12. carpenter
____13. recreation leader
____14. interior decorator
____15. cashier
____16. surveyor
____17. teacher
____18. secretary
____19. hair dresser
____20. composer
____21. coach
____22. radio announcer
____23. tailor
____24. salesperson
____25. counselor
____26. real estate agent
____27. signmaker
____28. dancer
____29. draftsperson
____30. reporter
____31. antique dealer
____32. electrician
____33. actor
____34. farmer
____35. police officer

TITLE: ACTIVITIES IN CAREER AND SELF-ASSESSMENT
FOR STUDENTS WITH WORK EXPERIENCE.
TEACHER/COUNSELOR EDITION
PUB. DATE: 1979
LENGTH: 81 PAGES
ERIC NO.: ED 197 105

These Career Assessment Activities, together with the summary sheet which the student will produce, provide a self-contained, self-administering process for students to examine their preferences, aptitudes, and value system and compare these with current and past work experiences. It is intended for students who are in current work-experience programs or who have had recent actual work experiences. It is intended also to help students better understand themselves and the world of work, and begin to see points of similarity and conflict between their self-perceived strengths and weaknesses and the demands of jobs and careers. In the process, although it is written as a mostly self-administered and self-instructional document, it can serve instructor interaction with either individual or groups of students.

It is not a substitute for standard interest surveys, aptitude tests, vocational instruction, or professional counseling. It is, rather, intended as a guide for self-directed and collaborative career planning, to be used with actual on-the-job experiences and in interaction with teachers and/or counselors. It is a resource--a tool of enhancing current programs or providing a base for local program development.

The booklet contains three exercises, two of which (related to individual jobs or work situations) can be repeated as appropriate. The first exercise, Self-Assessment, leads the student to examine her/his own preferences, aptitudes, or values--along particular dimensions independent of the student's current job placement or work history. The second exercise, Job or Work Selection Assessment, encourages the student to rate current or past jobs along the same dimensions, compare the two ratings, and enter the comparisons on a summary sheet.

The dimensions included in the 200 questions which make up the basic exercises are personal values, job characteristics, job requirements, personal strengths and weaknesses, tolerance for various physical and other occupational circumstances, and reactions to attitudes of others.

Possible uses of the guide vary with the nature of current programs, student needs, and teacher/counselor ingenuity. Some suggested uses, for teachers of work study, co-op, internship or similar programs are: (1) as a culminating activity at the end of a semester or end of a year (the entire guide as a single activity), (2) activities broken out as weekly assignments during the semester, or (3) the personal responses (Exercise 1) performed at the beginning of the semester, with comparative activities as assignments during the work experience phase. While the material is written for individual student use, the topics can easily be used as bases for group discussion or other class activity. Counselors, particularly in schools without experience-based programs such as those listed above, might use the guide for individual or group occupational or vocational counseling.

TITLE: VOCATION/CAREER COUNSELING COMPETENCIES
APPROVED BY THE BOARD OF DIRECTORS OF THE
NATIONAL VOCATIONAL GUIDANCE ASSOCIATION
PUB. DATE: 1982
LENGTH: 3 PAGES
AVAIL.: NEWSLETTER: NATIONAL VOCATIONAL GUIDANCE
ASSOCIATION, V. 27, N. 6, JUNE, 1982
AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION
TWO SKYLINE PLACE, SUITE 400, 5203 LEESBURG PIKE,
FALLS CHURCH, VA 22041

On September 27, 1981, the Board of Directors of NVGA voted to approve a statement of vocational/career competencies. The competencies were intended for use by training program, state departments, professional organizations, credetialling boards, and practitioners concerned and involved with individuals performing vocational/career counseling functions.

Background information about the development of the competencies list is provided. A definition of vocational/career counseling is presented along with six designated areas in which individuals must demonstrate competence to work as a professional including: (1) General Counseling; (2) Information; (3) Individual/Group Assessment; (4) Management/Administration; (5) Implementation; and (6) Consultation. Specific competencies for each of the six areas are enumerated.

Professional Publications Program
The National Vocational Guidance Association

Following is a list of NVGA publications which will be useful for the improvement of guidance program practices.

TITLE: DEVELOPING TRAINING COMPETENCIES FOR CAREER GUIDANCE PERSONNEL
AUTHOR: PHILLIPS-JONES, LINDA; JONES, G. BRIAN
PUB. DATE: 1981
LENGTH: 82 PAGES

TITLE: SEX FAIR CAREER COUNSELING
AUTHOR: HOWLEY, PEGGY
PUB. DATE: 1980

TITLE: CAREER GUIDANCE PRACTICES FOR DISADVANTAGED YOUTH
AUTHOR: MILLER, JULIET V.; LEONARD, GEORGE
PUB. DATE: 1974

TITLE: FACILITATING CAREER DEVELOPMENT FOR GIRLS AND WOMEN
PUB. DATE: 1975
AVAIL.: NATIONAL VOCATIONAL GUIDANCE ASSOCIATION
C/O APGA
TWO SKYLINE PLACE, SUITE 400
5203 LEESBURG PIKE
FALLS CHURCH, VA 22041

TITLE: PLANNING AHEAD FOR CAREER CHOICE.
A CAREER DECISION MAKING MINI COURSE
FOR HIGH SCHOOL STUDENTS
AUTHOR: JACKSON, DOROTHY J.
PUB. DATE: 1976
LENGTH: 154 PAGES
ERIC NO.: ED 182 435

Research by Peter Blau et al. has identified factors that influence occupational choice, including: (1) knowing the self; (2) recognizing skills and abilities, (3) understanding personal values; and (4) having information about occupations, education, job performance requirements, and rewards inherent in a particular occupation. Using this model of occupational choice, this leader's guide and student guide provide 15 learning capsules of individual and group activities that focus on values, occupational information, and decision points. The 15 learning units examine:

1. Who am I?
2. My interests and occupation.
3. My other characteristics that may influence employment.
4. My skills and academic strengths.
5. Rewards I want from my occupations.
6. Values summary.
7. Exploring occupations.
8. Necessary education and experience.
9. Qualifications for satisfying job performance.
10. Rewards present in the occupation.
11. Do my other characteristics meet the requirements of the occupation?
12. Do I have the skills and abilities to meet the requirements of the occupation?
13. Are rewards present in the occupation to me?
14. What is probable?
15. Where do I go from here?

TITLE: FIELD TESTED VOCATIONAL DECISION MAKING PROGRAMS.
A GUIDEBOOK FOR COUNSELORS AND VOCATIONAL EDUCATION TEACHERS
AUTHOR: YOST, ELIZABETH B., ED.
PUB. DATE: 1976
LENGTH: 190 PAGES
ERIC NO.: ED 141 525

Exemplary field-tested vocational decision-making programs are divided into two sections: Counseling Programs that were conducted in the classroom as part of the regular curriculum, and Vocational Education Programs that were conducted outside the classroom. Using a generic decision-making program that focuses on an understanding of self and situation, integration (establishing goals and making plans), and implementation, the programs cover introducing career choice to eighth grade students, increasing self-awareness and communication skills, introducing students and parents to vocational decision-making, field testing of a career decision-making design for high school students, expanding career awareness for home economics students, career and life planning for potential dropouts, career awareness for students interested in marketing, career opportunities through education and experience, career planning workshop in the photographic arts, and increasing career awareness in clerical fields for girls in a shorthand class.

TITLE: CONFRONTING THE FUTURE: A CONCEPTUAL FRAMEWORK
FOR SECONDARY SCHOOL CAREER GUIDANCE
AUTHOR: HILTON, THOMAS: AND OTHERS
PUB. DATE: 1979
LENGTH: 158 PAGES
ERIC NO.: ED 167 798

School personnel must provide leadership in designing and implementing career guidance programs for students. The components of a comprehensive guidance system include:

1. Assessment, at or before high school entrance, of the student's personal characteristics and the status of his or her career planning.

2. Student selection of high school courses on the basis of their relevance to the student's developing plans or strategy for developing plans.
3. At the completion of each academic or vocational course, review by students of the possible career implications of their experience in the course.
4. Valid occupational sampling by the student.
5. Feedback and self-monitoring of career planning progress.
6. Procedures for group guidance and self-guidance.
7. Access to a variety of types of information about the spectrum of occupations.
8. Acquisition of decision-making skill.
9. Interchangeability of educational pathways with minimal penalty to the student.
10. Assistance in financial planning.
11. Comprehensive assessment of attainment in the senior year.
12. Aids and incentives for senior-year commitments.
13. Assistance in job placement.
14. Exit survey of career plans.
15. Posthigh school follow-up of each graduating class.

TITLE: COUNSELOR'S MANUAL: CAREER GUIDANCE ACTIVITIES FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS. ARTICULATED CAREER GUIDANCE PROJECT
PUB. DATE: 1976
LENGTH: 215 PAGES
ERIC NO.: ED 137 636

This manual consists of 26 career guidance activities for counselors to use in a small group setting with youngsters enrolled in Grades 7-12. Learning activities and evaluating forms are provided for each grade level. Every unit consists of the following parts: Behavioral Objective; Intent; Preparation; Action; Activity; Reaction Story; Evaluation; and Related Activities. The initial exercises in this manual encourage a continuation of student exploration of self and career awareness concepts, and of personal decision making processes. The secondary grade units provide for a more sophisticated exploration of careers and encourage greater vocational educational focus as students move toward implementing personal career strategies. The topics, by grade and unit, include:

GRADE SEVEN

Unit 1	What is a Guidance Counselor?
Unit 2	My Career Planning Record
Unit 3	Who Am I?
Unit 4	Different Kinds of Work
Unit 5	My Interests and Abilities

GRADE EIGHT

Unit 1	Me and My Counselor
Unit 2	My Career Planning Record
Unit 3	Who Am I? Have I Changed?
Unit 4	What Do I Value in Myself and a Job?
Unit 5	How are Jobs the Same or Different?
Unit 6	Can Men and Women Do the Same Job?
Unit 7	What High School Courses Can Help Me Get a Good Job?

GRADE NINE

Unit 1	Can My Counselor Help Me Find a Job in the Future?
Unit 2	What Type of Job Should I Look For?
Unit 3	My Career Planning Record
Unit 4	Where Do I Find Out More About It?
Unit 5	What Am I Good At?
Unit 6	Why Am I Taking What I'm Taking?

GRADE TEN

Unit 1	Can Somebody Tell Me What To Be?
Unit 2	How Do You Make Up Your Mind?
Unit 3	What Kind of Jobs Really Interest Me?
Unit 4	My Planning Record

GRADE ELEVEN

Unit 1	I Never Thought of It That Way
Unit 2	What Subjects Do I Still Need?

Unit 3	What's It All About?
Unit 4	How Do You Really Make It Happen?

GRADE TWELVE

Unit 1	My Planning Record
Unit 2	What Have I Done About a Career?

TITLE: INVOLVING SIGNIFICANT OTHERS IN CAREER PLANNING: A COUNSELOR'S HANDBOOK. RESEARCH AND DEVELOPMENT SERIES NO. 128.
AUTHOR: BURKHERDT, CAROLYN; AND OTHERS
PUB. DATE: 1977
LENGTH: 43 PAGES
ERIC NO.: ED 145 149

Involving significant others, persons who have an important influence on the career plans of students, i.e., parents, peers, and relatives, in a school's guidance program is a challenging and necessary process. It is necessary because research shows that it is usually significant others outside the school who most influence students' career plans, although such persons may not have adequate career information to share. It is challenging because very little attention has been paid to finding ways to involve significant others in a formal guidance program, to take advantage of their influence with students while making sure that the information they are sharing is current and of sufficient scope.

This handbook attempts to familiarize counselors with the concept of significant others and their relationships to the career planning process. The techniques included are not expected to be appropriate in every school with every student. Individual counselors will select those techniques that are most appropriate for their time and place. They will also be able to decide which techniques will meet with the most enthusiastic support from significant others.

In involving significant others, the emphasis should be on the flow of information to students from someone they respect and trust. Students need as much support as possible as they take the risks involved in making even tentative career decisions. While those decisions are only tentative, they help students move toward what they want from life.

Strategies counselors can use to involve "significant others" in high school career guidance programs are offered in this handbook. Content is presented in three main sections: (1) a brief, nontechnical section summarizing how significant others outside the school help to influence students' career plans emphasizing the overall societal context within which the process of significant others' influence operates; (2) discussions of strategies that school personnel may use to incorporate significant others into the career guidance program, e.g., methods for identifying individual students' significant others, and suggestions for using communication media for involving significant others in career planning; and (3) an outline file of the elements that may be included in a student career planning file, such as aptitudes and interests inventories, employment opportunities, and preparation requirements. An annotated list of resource materials and an open-ended attitudinal questionnaire concerning the student's feelings about career plans are included.

TITLE: CAREER EDUCATION AND THE QUALITY OF WORKING LIFE
AUTHOR: BERNSTEIN, PAUL
PUB. DATE: 1979
LENGTH: 36 PAGES
ERIC NO.: ED 181 295

A career continuum has evolved with career education being the preparatory phase in the schools and the quality of working life or career development in the profit and nonprofit sectors representing the participatory aspect. Historically, career education has emphasized preparatory processes providing learners with attitudes, knowledge, and skills needed in a fluid world of work. The concept of quality of working life addresses the qualitative relationship between worker and workplace. Its advocates see as fundamental: (1) reasonable compensation; (2) job security; (3) a safe and healthful work environment; (4) recognition for achievement; (5) due process in work-related problems; (6) participation in decision-making; (7) responsibility for and autonomy over work; (8) flexible time arrangement; and (9) emphasis on education, training, and career development. Welding career education and the quality of working life into a career continuum enables learners and workers to make work a meaningful part of their lives. Work, work values, and career occupy important positions in any concept of a career education. Career, a lifelong endeavor, suggests adult growth, development, and socialization. Increasing understanding, communication, and cooperation between career education and quality of life proponents must occur to make the career continuum concept operational.

TITLE: THE SCHOOL COUNSELOR AND CAREER EDUCATION. NEW MONOGRAPHS ON CAREER EDUCATION
AUTHOR: HOYT, KENNETH B.
PUB. DATE: 1976
LENGTH: 31 PAGES
ERIC NO.: ED 134 905

This consensus document includes 12 reports of career education counselors representing K-12 programs in diverse geographic areas and levels. Concerns, advice, and recommendations of experienced counselors stress the counselor as a pivotal person in career education.

In addition, 10 areas of knowledge representing current counselor needs for professional upgrading are identified, including:

1. Knowledge of Career Education. There is a need for counselors to study career education, no matter how much they now know about career development and career guidance. Counselors need an opportunity to study career education's nature, rationale, assumptions, and methodology--what it is, why it is needed, and how to do it.
2. Human Relations Skills. These include: (a) communications skills, (b) salesmanship skills, (c) values clarification skills, and (d) decisionmaking skills. In each of these areas, counselors seem to be expected to know much more than many do.
3. Social, Population, and Occupational Trends. Counselors are expected to know much more about these things than many do. Acquiring new information regarding current facts

for each of these three areas is important as is learning ways to keep up with new trend data as they emerge.

4. The All-Volumteer Armed Forces. With the advent of the all-volunteer armed forces, it is necessary to consider both educational and occupational opportunities in this sector of society as part of career guidance and career education.
5. Knowledge of Career Education Materials. Many new commercially published career education materials are now flooding the market. Counselors are sometimes aware of their existence in time to make recommendations concerning their purchase, but report that, very often, they first discover the material after it has already been purchased for use in some teacher's classroom. They need to know more about such materials--their nature, rationale, and claims for usefulness, so that they might make meaningful professional recommendations concerning their purchase.
6. Career Development and Human Development. Most of the counselors know the phrase, "career development is part of human growth and development." While it sounds good, they are not at all sure about what it means. More needs to be learned about human growth and development.
7. Becoming a "Teacher of Teachers." While both willing and anxious to help teachers infuse career education in the classroom, counselors need to know more about how they can, and should, work with teachers in a mutual learning relationship with both counselor and teacher learning from each other.
8. The Free Enterprise System. Counselors experienced in career education need to know more about the business-labor-industry community, the workings of the free enterprise system, labor unions and the Labor union movement.
9. Economics and Economic Trends. Counselors must learn about the effects of economic changes on occupations and occupational opportunities as well as on educational patterns.

10. Group Process Skills. Counselors experienced in career education report that they must do much more group work than they were doing prior to the advent of career education. However, they know a great deal more about how to work with students in a one-to-one than in a group relationship.

TITLE: COMPETENCY-BASED GUIDANCE PROGRAM TRAINING MODULES
PUB. DATE: 1982
AVAIL.: GUIDANCE TEAM TRAINING PROGRAM, THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION, 1960 KENNY ROAD, COLUMBUS, ON 43210

A series of 31 competency-based modules on comprehensive career guidance program improvements is designed to help career guidance personnel meet their clients' career development needs. Groups and individual learning experiences and readings are presented in each module along with references to pertinent federal legislation and available resources. The training modules include:

Category A: Guidance Program Planning

The GUIDANCE PROGRAM PLANNING category provides guidance personnel with assistance in outlining in advance what is to be done.

A-1 Guidance Program Change: Identifying and Planning for Alternatives
A-2 Guidance Program Development Team: Organizing Key Personnel
A-3 Career Development Theory: Establishing A Rationale for Program Development
A-4 Guidance Program Planning: Building A Model Through Goals and Objectives
A-5 Client and Environment Needs: Determining Current Status and Desired Outcomes of Career Guidance Program
A-6 Implementation Strategies: Selecting Objective-based Guidance Activities

Category B: Supporting

The SUPPORTING category provides guidance personnel with assistance in knowing how to provide resources or means that make it possible for planned program activities to occur.

B-1 Legislation: Influencing Public Policies for Improved Guidance Programs

B-2 Proposal Writing: Obtaining New Funding For Career Guidance Programs

B-3 Resources: Organizing in Order to Make Full Use of Guidance Program Resources

B-4 Public Relations & Community Involvement Improving Guidance Programs Through Increased Community Support and Participation

B-5 Staff Development: Improving Guidance Program Development Through Staff Learning Activities

B-6 Administrative Mechanisms: Using and Complying with Public Policy for Improved Guidance Programs

Category C: Implementing

The IMPLEMENTING category provides guidance personnel with suggestions on how to actually conduct, accomplish, or carry out selected career guidance program activities.

C-1 Counseling: Provides Counseling to Individuals and Groups

C-2 Tutoring: Individualizing Guidance Program Activities

C-3 Computerized Guidance: Conducting Computer-Assisted Program Alternatives

C-4 Curriculum-Based Guidance: Infusing Guidance Into Instruction

C-5 Placement and Referral: Linking the Guidance Program and the Community

C-6 Follow-Through and Follow-Up: Facilitating Program Leavers' Adjustment and Guidance Program Improvement

C-7 Career Resource Centers: Coordinating Guidance Program Career Information and Related Activities

C-8 Home-Based Guidance: Involving Significant Others in the Guidance and Counseling Process

C-9 Consultation: Conferring with Others to Ensure Meeting Clients' Career Development Needs

C-10 Equity and Client Advocacy: Representing Clients in a Nonstereotyped Atmosphere

C-11 Pilot Testing: Trying Out Guidance Activities

C-12 Research: Studying Guidance Research Issues and Practice

C-13 Ethical and Legal Standards: Developing A Code of Ethics for Guidance Personnel

Category D: Operating

The OPERATING category provides guidance personnel with information on how to continue the program on a day-to-day basis once it has been initiated.

D-1 Program Operations: Ensuring the Successful Operation of a Career Guidance Program

D-2 Professional Growth: Ensuring Continuous Growth in the Career Development of Guidance Program Staff

D-3 Logistical Support: Ensuring Availability of Supplies and Services for the Guidance Program

D-4 Information Processing: Organizing for Effective Guidance Program Information Flow

Category E: Evaluating

The EVALUATING category provides guidance personnel with assistance in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

E-1 Evaluation: Determining Effectiveness of Guidance Program Components and Program Impact

E-2 Evaluation Based Decisions: Communicating and Using Evaluation Results for Improving Guidance Programs

TITLE: RURAL AMERICA GUIDANCE SERIES
PUB. DATE: 1977
AVAIL.: THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION, 1960 KENNY ROAD, COLUMBUS, OH 43210

These materials are designed to provide rural youth with an awareness of their potential and career options, and assist in the systematic planning, development, implementation, and evaluation of a career guidance and counseling program (K-12) for rural/small schools. The titles include:

Subset 1:

- Career Guidance Program Support Information
- State of the Art Review: A Comprehensive Review of the Strengths and Limitations of the Rural Home, School, and Community for Improved Career Guidance Programs
- Life Role Development Model: A Conceptual Model for Action Planning. Implementing, and Evaluating Comprehensive K-14 Career Guidance Programs and Services
- Career Guidance Resources: A Handbook of Resource Abstracts--Grades K-14

Subset 2:

- Career Guidance Program Process
- Planning and Implementation: A Coordinator's Guide to Career Guidance Program Development
- Career Development Needs Assessment: A Procedural Guide for Assessing Career Development Needs of Individuals and Groups of Individuals in a School and Community Setting
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Subset 3:

- Career Guidance and Counseling for Groups and Individuals
- Career Counseling in the Rural School
- Desk Reference: Techniques and Procedures for Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices: A Resource Guide of Suggested Group Guidance and Counseling Techniques for Use in the Home, School, and Community

Subset 4:

- Career Guidance Program Support Functions Handbook
- Staff Development
- Community Relations and Involvement: A Procedural Guide to Facilitate School and Community Cooperation
- Rural Community Perspectives Toward Career Development: A Handbook for the Assessment, Communication, and Expansion of Rural Adult Career Attitudes and Values Affecting Youth

A facilitator's guide for training local and state guidance personnel, participant materials, and transparency masters are also available in the series. The titles include:

- Facilitator's Guide to Staff Training for the Rural America Series: Introduction
- Facilitator's Guide to Staff Training for the Rural America Series: Module I: Understanding the Need
- Module II: Initial Planning
- Module III: Needs Assessment
- Module IV: Behavioral and Program Objectives
- Module V: Resources
- Module VI: Career Guidance Practices
- Module VII: Counseling
- Module VIII: Placement
- Module IX: Staff Development
- Module X: Community Relations and Involvement
- Module XI: Community Perspectives
- Module XII: Evaluation
- Module XIII: Cooperative Agreements with Business, Industry, and Labor
- Module XIV: Case Studies
- Appendix A: Evaluation Procedures and Multiple Day Workshop Questionnaire
- Participant Materials: Modules I-XIV
- Transparency Masters: Modules I-XIV

408

TITLE: CAREER PLANNING SUPPORT SYSTEM (CPSS)
PUB. DATE: 1976
AVAIL.: THE NATIONAL CENTER FOR RESEARCH IN
VOCATIONAL EDUCATION, 1960 KENNY ROAD,
COLUMBUS, OH 43210

This comprehensive guidance program management system, which provides innovative techniques to improve a high school's career guidance program, offers step-by-step directions in planning, developing, implementing, and evaluating an upgraded career guidance program that is compatible with student career development needs and resources available in the school and community.

The titles include:

Coordinator's Training Guide
Coordinator's Handbook
Camera-Ready Masters
Advisory Committee Handbook (set includes 5 copies)
Assessing Resources
Assessing Needs: Surveying (set includes 5 copies)
Assessing Needs: Tabulation (set includes 5 copies)
Analyzing Methods
Manual for Writing Behavioral Objectives (set includes 5 copies)
Writing Behavioral Objectives: A Procedural Guide for the Behavioral Objectives Specialist
Producing CDU's (set includes 10 copies)
Audiovisual Presentations (filmstrip/cassette tape and scripts)
  AV 1: An Orientation to CPSS
  AV 2: Shaping Program Goals
  AV 3: Behavioral Objectives
  AV 4: Producing CDU's

TITLE: COMMUNITY-BASED CAREER GUIDANCE PRACTICES
VOLUME TWO. SECONDARY LEVEL.
PUB. DATE: 1980
AVAIL.: DIVISION OF VOCATIONAL EDUCATION, DEPARTMENT
OF EDUCATION, KNOTT BUILDING, TALLAHASSEE, FL

Presents 86 validated career guidance activities utilizing community resources. The format for the activities consists of: (1) title; (2) suggested level for use; (3) a brief description of the practice; (4) sample objectives; (5) a planning checklist; (6) list of resources needed; (7) procedures for gaining support for the practice; (8) possible barriers to implementation; (9) evaluation procedures; (10) other pertinent information and comments; (11) source or contact for the program; and where applicable, (12) management considerations.

410

NATIONAL DIFFUSION NETWORK (NDN) PROGRAM

PROJECT: CAREER EDUCATION RESOURCE CENTER PROGRAM (CERCP). A program to increase self-appraisal, occupational information, goal selection, and planning and problem solving among urban tenth graders.

TARGET AUDIENCE: Approved by JDRP for students in grade 10.

DESCRIPTION: Although this program was developed for large, urban, principally minority-student school systems, project staff believe that it can be used by any system whose graduates face potential unemployment owing to inadequate training in career planning and insufficient knowledge of career possibilities and requirements.

Coordinated activities take place in the Career Education Resource Center, the classroom, and the community. The project employs the infusion approach to weave career education content into instruction in academics, counseling, and supplementary student activities. In the academic disciplines, competency-based lesson plans and instructional materials are used to integrate career education into subject area content. Each semester includes a minimum of 40 instructional sessions lasting between 45 and 70 minutes.

Program activities include student assessments, teacher training, individual and group guidance, field experiences, minicourse instruction in test taking, life skills, and career decision making, career research and exploration, a career-focused newspaper, parent seminars, and community involvement activities

Contact the project about available training and other services.

CONTACT: Essie Page, State Coordinator of Career Education
Ellington School of the Arts, Room 102
35th and R streets, NW
Washington, DC 20007
(202) 282-0186

Developmental Funding: USOE Emergency School Assistance Act
Approved: 4/22/80
JDRP No. 80-4
Compiled Summer 1981

NATIONAL DIFFUSION NETWORK (NDN) PROGRAM

PROJECT DISCOVERY: A systematic approach to career/vocational exploration that allows the participant to search for a "career theme," not just "a job."

TARGET AUDIENCE: Approved by JDRP for individuals of all abilities, age 12 and up, including minority groups, the deprived, and the handicapped, as well as "typical" population.

DESCRIPTION: Project Discovery package activities can be used alone for exploration, or combined with other activities (career information materails, shadowing, Experience-Based Career Education, work evaluation, and employability skills training) to form a more comprehensive system. Thirty-seven exploration packages and a Guidance and Counseling Component comprise the "Regular Edition." Packages contain hardware and software necessary to perform work activities. These activities include individualized, writen instructions (fourth-through sixth-grade reading level) in cartoon-style format. Participants gain experience and a feeling for work by performing these activities. Guidance and counseling activities assist in processing information.

Fifteen exploration packages ("Special Edition") are designed for special needs populations, including disabled readers. Modifications of the Regular Edition were based on field testing in schools. The resulting changes include a lower reading level (second through fourth grade), addition of an introductory book for each package, and a revised set of guidance and counseling materials. The Guidance and Counseling Component allows staff to help participants more effectively "process" these experiences. Guidance materials include a manual, instructor's notes for each package, and a 16mm film. These materials support five functions: staff orientation, participant orientation, package details, experience processing, and integration.

Contact the project about available training and other services.

CONTACT: Philip A. Olive, Experience Education
401 Reed Street, Red Oak, IA 51566
(712) 623-4913 or (800) 831-5886

Developmental Funding: USOE BEH, and Career Education
JDRP No. 78-161
Approved: 3/15/78
Compiled Summer 1981

NATIONAL DIFFUSION NETWORK (NDN) PROGRAM

PROJECT: PIMA COUNTY DEVELOPMENTAL CAREER GUIDANCE PROJECT
A K-12 Infusion model designed to help students develop knowledge and skills in self-awareness and self-esteem, the world of work, and decision making.

TARGET AUDIENCE: Approved by JDRP for students of all abilities grades 4-12, teachers, administrators, counselors, and community members. This program has been used in grades K-3, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION: The Pima County Developmental Career Guidance Project is a state-funded interdistrict organization that coordinates or delivers a variety of career education services to all county schools. The project has several major components: direct services to students; to school staffs who need help in planning or implementing career education activities; selection and maintenance of up-to-date career education media and materials for use by all county school staffs; coordination of community resources such as volunteer aides, speakers, and work experience/exposure sites; conduct parent discussion groups; and a variety of other services, such as career education implementation unit development and services to special education teachers. The approach to career education in Pima County is often referred to as "infusion," that is, the continued demonstration of the relationships between academic subjects and particular occupations of the world of work as a whole. Infusion redirects the focus and intent of school subjects without changing subject content. For example, addition may be taught by totaling prices on restaurant checks in a simulated coffee shop instead of adding numbers on blank paper. Elementary level activities focus on self-awareness, self-esteem and an introduction to career areas. Activities in grades 7-9 focus on wider study of careers and use of decision-making skills. Activities at the high school level are aimed at giving the students actual exposure to work.

EVIDENCE OF EFFECTIVENESS: As a result of high levels of exposure to this career education program, a sample of county students in grades 4-12 performed better in all categories tested, as measured by a locally developed Careers Test, than a comparable sample of students with low exposure to the program. The program has been externally evaluated since 1972.

Contact the project about available training and other services.

CONTACT: Barbara Hanson, Program Manager
Pima County Developmental Career Guidance Project
545 N. Camino Seco, Tucson, AZ 85710
(602) 296-5451 or 2379

Developmental Funding: USOE Educational Professions Development Act
JDRP No. 78-177
Approved: 8/10/78
Compiled Summer 1981

III. PLACEMENT AND FOLLOW-UP SERVICES

INTRODUCTION

Placement and follow-up services are part of the systematic assistance given to students in developing goals and choices related to their educational and vocational futures. Placement involves both in-school activities (e.g., curriculum, school activities) and out-of-school activities (e.g., part-time and full-time work). Good placement services provide opprotunities for each individual student to develop and achieve consonant with his/her objectives. Follow-up services are a natural outgrowth of placement and represent the procedure used to determine whether individual students are developing in their placement activities. Students are helped both to understand what is required in a situation and how to evaluate personal development within the situation in terms of short-term and long-term objectives.

In-school and out-of-school placement services require that students and those who assist them must understand their interests, abilities, and plans and be familiar with available opportunities. Students and those who assist them must be able to relate placement opportunities to students' perceptions of themselves and to their projected life goals. Without adequate placement services, students may choose educational or vocational activities without considering the consequences in relation to aspirations and goals.

In-school placement services help students select an appropriate curriculum, subjects within a curriculum, extracurricular activities, special classes, and the like. The transition from middle/junior high to high school generally means a change from a single prescribed curriculum to placement in one of several curricula, i.e., academic, vocational. This placement is extremely important because of its subsequent influence on career choice, particularly for those careers requiring a college education. Placement in school activities that will assist students in their individual development helps students enhance their social and personal growth. Placement in special classes, generally based on ability, helps students avoid tendencies to select easy classes as well as those experiencing academic difficulties.

Out-of-school placement services help students serve part-time and summer employment, full-time employment at the end of their school life, and take advantage of post-high school educational and training opportunities. Follow-up services are necessary to obtain information about what students do after completing school, to help students realize decisions and problems that lie ahead, to appraise placement activities and programs, and to formulate ideas for improving placement services. Follow-up studies should consider purpose, data collection methods, use of the data, and data analyses and reporting activities. School dropouts, school graduates, college progress, and jobs held by former students are examples of topics surveyed by follow-up studies.

The following materials provide examples of school placement and follow-up services as well as competencies for placement and follow-up personnel.

TITLE: MODEL FOR IMPLEMENTATION OF SCHOOL PLACEMENT SERVICES
AUTHOR: WASIL, RAYMOND A.
PUB. DATE: 1974
LENGTH: 86 PAGES
ERIC NO.: ED 106 477

Some educators feel that job placement is the responsibility and function of the State Employment Services, and that schools should not duplicate their services. Proponents of school administration view placement services as a function unique to either agency. Usually it is perceived as a joint effort with the maintaining responsibility through at least the first placement. This does not preclude active participation by the employment services local office through facilities they have on hand.

Key arguments for the school to maintain responsibility for all students through initial placement are as follows:

1. The school placement program is individually oriented, giving primary allegiances to the employer and to labor market needs.
2. Placement can often be achieved in advance of graduation, thus reducing the rush of June placement activity and providing opportunity for the counselor or placement officer to coordinate communication between employers and appropriate teachers which will enhance mutual respect and understanding.
3. A school placement program provides the vehicle for dialogue between the school people who are teaching and counseling our youth and the employers who hire them. Such a dialogue can lead to important and needed program changes such as curriculum innovations, work experience programs, and information important to the guidance program.
4. Feedback from the follow-up of placements can further enhance curricular and guidance services. For example, employers can help counselors help pupils develop values and standards (attitudes, dress, personal habits, etc.).

5. Because of school relationships with post-high school training institutions, the school is in a key position to help students combine work and further training in local college, technical school, or vocational programs.
6. Employment office staffs, while making a major contribution to the school's guidance and placement program, would be overwhelmed if required to handle all new entrants to the labor market each June.
7. Many employers want direct contact with the schools rather than to work through an intermediate agency. This they feel is faster, more efficient, more thorough, and enables them to communicate directly with, and influence those who are educating the youth they hire.
8. When the school assumes responsibility for the placement of students, the pressure is immediately on a far better school program to make those who will be active job seekers more employable.

School administrators and guidance directors who are planning to take on the responsibility of job placement should begin early to plan this service. This will necessitate major budgetary provisions for professional and clerical staff, office space, equipment, materials, and local travel. Careful selecton of a placement coordinator is of key importance. Perhaps most important of all is the need to orient the school board, staff, and community regarding the justification for incorporating placement services into the guidance program.

The Model for the Placement Department is presented in outline fashion. No one can hope to provide a model to meet all needs, but it is hoped that the guidelines presented will provide a structure on which any school district might build.

Prior to the implementation of any program, it is vital that communications be established with groups involved. The following is an outline of steps to be taken to provide not only communication but support for the program. It is imparative that communication be structured from top administration downward.

Orientation to Program

I. Communication was made with top administrative staff.

Statistical data related to students were compiled to provide data for service.

1. Follow-up studies conducted.
2. Dropout figures compiled.
3. Authorization to pursue further study requested based on 1 and 2 above.

II. School principals and counselors were contacted and interviewed.

1. Meetings held with principals, city and district groups.
2. Meetings held with counselors, city and district groups.
3. Joint meeting held in each high school of counselors, principals, and concerned staff.

III. Meetings held with students.

1. Large class size meetings held.
2. Senior classes visited for discussion.
3. Individuals identified as disadvantaged were contacted individually and then in small homogeneous groups.

IV. Community contact and involvement.

State Bureau of Employment Services.

1. Contact made with the State Bureau of Employment Services. Format for joint cooperative effort developed.
2. Contact made with existing agencies serving youth - example: Bureau of Vocational Rehabilitation, Community Action Council, and Urban League.
3. Contact made with Chamber of Commerce and groups such as Junior Chamber of Commerce, Junior Achievement, etc.
    - a. Description of program and activities presented to all community groups listed above. Involvement of above groups in whatever way possible.
4. Make contact with the Chamber of Commerce.
    - a. Describe programs.

   b. Obtain listing of service and professional organizations if available.

5. Contact all service and professional groups to inform them of project.
   a. Prepare speech for presentation to each group at meeting.
   b. Director of program should speak to large groups (example: All City Kiwanis, City Board of Trade). Coordinators should work in their areas with local Kiwanis and local Board of Trade.
   c. Have each coordinator develop presentation for contact with local professional and social organizations.
   d. Have each coordinator write out presentation.
   e. Telephone - Write out proper procedure for answering telephone.
   f. Develop spiel for telephone when contacting employer.

Program Structure

I. Office and Logistical Organization
   1. Establishment of central office housed with Board of Education if possible.
      a. Minimum of two telephone lines.
      b. Adequate office space for small group meetings.
      c. Secretarial help and clerical help.
   2. Field Offices in Local Schools.
      a. Field offices established as needed depending on size of school district and composition of school; Joint Vocational School, Comprehensive?
      b. One field office per three high schools or based on enrollment of schools.

c. Field offices to be fully equipped with phone, desk, files, and readily accessible to students and staff.

II. Staff Selection and Orientation

1. Selection Criteria
    - a. Staff selected on basis of experience with local business and industry. Degree not necessarily a criteria for employment.

2. Minimum of one week of intensive orienting to:
    - a. School procedures.
    - b. Testing programs in schools.
    - c. Records maintained by schools.
    - d. Agencies available in community.
    - e. Function and services of local governmental agencies or groups such as Manpower, Community Action Council, Urban League, State Employment Service.

3. Training of Staff in:
    - a. Program function and structure.
        - (1) Purpose of program.
        - (2) Goals of program.
        - (3) Office reporting procedures and forms.
        - (4) Structure of contact procedures and placement policies.
            - (a) Confidentiality of information.
            - (b) Registration of students.
            - (c) Procedure for student interviews.
            - (d) Function and operation of co-op programs.
        - (5) Procedures to follow in "Job Development."
        - (6) Structure and organization or social and professional organizations in local community.
        - (7) Use and development of visual aids.
            - (a) Use of video tape-operation of equipment.
            - (b) Use of slide equipment-tape recorders.

(c) Overhead projector - development of program for use with business and industry in school.
  : Slides of in-school vocational or co-op programs.
  : Slides of employed out-of-school youth.
  : Combine use of slides with tapes of in-school students and with out-of-school students.
  : Use of programs with professional and business groups, PTA, etc.
  : Use of programs with local TV and radio.
  : Use of visuals and small groups of youth both in-school and out-of-school.

III. Data Processing

Currently, student information is compiled through the cooperation of the school counselor and administrative staff. This information is introduced to key punch cards and tabulating equipment. It is then used to catagorize students on the basis of interest, aptitude, ability, past performance, and areas of strength and weakness. A host of information is included on the cards which aid the placement specialist in finding compatible employment or in directing the youth. Specific areas such as attendance, course work, interest areas, physical size, and attitude are included.

When a job becomes available, a placement specialist can select from the thousands of students or dropouts available. Selection is normally initially based on the area in which the job is available and on the job specifications the employer has furnished.

Simplified procedures for tabulating equipment operation have been developed so that any of the staff members can operate the equipment.

Data Collection:

1. Students

    a. Cards containing pertinent information are compiled by students in school.
    b. Data processing could be utilized. Information on student is punched on cards and cards are screened via sorter and collator.
    c. Additional information on student is added by field workers via:
        (1) Contact with students.
        (2) Contact with student's teachers.
        (3) Contact with student's counselors.
    d. Up-to-date pertinent information is vital in that counselors are normally not available during summer months when placement takes over.
    e. Cards on students can be matched to employment requests via placement specialist's cards or data processing.
2. Data Collection - Student Placement
    a. Forms have been developed to indicate job placement.
    b. Records on all students placed are maintained for follow-up.
    c. Follow-up contact should be made with employers. If they are receptive to employing one, they may employ more.
    d. Listing of all employers should be maintained, and contacts should be maintained with them on a periodic basis.

IV. Staff Organization
1. Director should be responsible for: .
    a. Selection of personnel for project.
    b. Administration of program, collection of data, reports and evaluation.
    c. Contacts with business and industry on an area wide level.

d. Development of the program along established guidelines.

e. Dissemination of information, reports to concerned parties.

f. Direct publicity of program via news releases, TV, radio, etc.

g. Direct all contact for Cooperative Education Programs.

2. Staff:
   - a. Selection of staff should be based on ability to relate to representatives of business, industry, school staff, and students.
   - b. Degree status need not be a criteria, however, a minimum of five to eight years of solid reputable business experience would be recommended.
   - c. Staff should have the following responsibilities:
     - (1) Collection of information for student cards.
     - (2) Contact with all business and industry in his area.
     - (3) Supervision of students placed.
     - (4) Maintenance of records related to placement.
     - (5) Establishment of Youth Employment Committees whose function would be to act in an advisory capacity on a local level.
     - (6) Developing visual aids relevant to their assigned area and facilitating their use.
     - (7) Local coordination of business contacts for all in-school Cooperative Education Programs.
     - (8) Serve in a liason capacity between local school area, business, and industry in that area.
     - (9) Information related to job trends: Employment developments on a local level should be periodically presented to director in writing.

(10) Facilitate use of local business resources (speakers, field trips) in order to educate students to career opportunities.

(11) Coordinate efforts with those of all school staff in terms of business contacts.

V. Program - In-school Phase

1. All disadvantaged students identified, all vocational, college bound, other.
2. Information gathered.
3. Part-time employment sought whenever possible.
4. Contacts developed for employment of vocational, disadvantaged, and other students upon graduation.
5. All dropouts contacted and efforts should be made to find employment or encourage dropouts to complete education.
6. Agencies or groups which could aid disadvantaged students with specific disabilities contacted and proper referrals made.
7. Classes conducted on a small group basis. Groups may be formed on basis on interest, career aspirations, etc.
    a. Individuals in small groups placed in contact with personnel people, employers, via in-school or on-job-sit contact.
    b. Individuals formed into groups on basis of specific interests, abilities, or needs.
    c. Video tapes may be used for small group orientation (role playing) on How to Apply for a Job.
    d. Overhead projector could be utilized in orientation to filling out job application forms.
    e. Slides of last year's graduates on job sites could be used to motivate groups.
    f. Voice tapes of former graduates could be used to motivate students.

g. Intensive work could be done with select groups on a play-acting basis or actual on-job-site interviews.
h. Slides of students could be taken on job sites.

8. Student for a day approach
   a. Contact employers to determine if they will accept a high school student for a day.
      (1) Screen students for area of interest, attitude, (do prior to industry contact).
      (2) Fit student to employer.
      (3) Inform employer in writing of program. Send resume of student compiled by student..
   b. Have student invite employer to school for a period of time (over lunch).
      (1) Have student send employer a thank-you card.

VI. Out-of-School Phase

1. Placement of students in jobs.
   a. Qualified students referred to employers for job interviews.
2. Central office notified of placement status completed.
3. Coordinator maintains contact with employer via personal contact or by telephone.
4. Contact maintained with students not placed and efforts made to place them during the following year.
5. Follow-up contact should be maintained on all students in program on structured basis.

VII. Job Development

Activities on the part of the Placement Specialists are directed toward working with employers in developing jobs currently not in existence or in opening existing jobs for youth. This area is one of the most time consuming.

VIII. Any Placement Project Development rests on three pillars

1. Need for service
2. Staff
3. Support of schools and community

More than half of the guide consists of sample forms and reports dealing with program procedures and student identification, illustrative of the structure within which a placement specialist could operate.

TITLE: HANDBOOK OF EXEMPLARY PRACTICES
IN PLACEMENT AND FOLLOW-UP
PUB. DATE: 1982
LENGTH: 160 PAGES
AVAIL.: DIVISION OF VOCATIONAL EDUCATION, DEPARTMENT
OF EDUCATION, KNOTT BUILDING, TALLAHASSEE, FL
32301

This handbook is designed for teachers, counselors, and administrators as well as those persons directly involved in collecting student placement and follow-up data. The materials are based on an Exemplary Practices Survey conducted in Florida to assess the extent to which Florida school districts and community colleges are using placement and follow-up information. Specific examples of exemplary practices are provided for nine topical areas, including:

1. Procedures for data collection
2. Administrative decision making (management information)
3. Employer linkage
4. Job placement
5. Counseling
6. Recruitment of leavers
7. Resource allocation
8. Communication (feedback)
9. Program impact (curriculum)

Several examples are reproduced here to illustrate exemplary practices.

JOB PLACEMENT

When used effectively, placement and follow-up data can provide valuable information to persons involved with job placement and career services. Data collected from employers may be used to determine job markets, employer expectations, and other information useful to former students in search of occupational opportunities. The following example illustrates one school district's approach to the area of job placement.

Example: Duval County Schools

The placement program in Duval County is school-based, with service being provided by the cooperative efforts of teachers, counselors, occupational specialists, cooperative education teachers/coordinators, school administrators, and district staff. Each junior and senior high school has a designated placement team, consisting of a guidance counselor and an occupational specialist, responsible for coordinating individual school programs.

Follow-up studies, which are coordinated at the district level, focus on all students who leave high school. Students who leave before graduating receive an exit interview to determine their reasons for dropping out. After a reasonable effort has been made to keep the student in school, placement assistance is offered. All graduates and dropouts are surveyed within their first year of leaving school. The follow-up survey focuses on approximately 6,400 graduates and 2,500 dropouts. Follow-up studies also include surveys of employers to determine the success of former students in their jobs.

A primary purpose of education is to prepare students to lead productive and rewarding lives. If this purpose is to be accomplished, then the responsibility of the educational system does not end when students graduate or otherwise terminate their education. Rather, it extends to assisting students in taking their next career step. Placement services enable students and former students to receive assistance in obtaining employment and to obtain information about further education.

The effectiveness of education is indicated by the successes or failures of former students in their later endeavors. Follow-up studies can provide information that contributes to the increased effectiveness of educational programs and the imporvement of educational services.

Placement activities and follow-up activities, although mutually supportive, are inherently different. Placement activities serve students directly; follow-up activities, by supplying management information, serve students indirectly. Therefore, the objectives for Duval County's placement services are listed separately from the objectives for follow-up studies in the following list.

A. Placement Service Objectives

1. To assist students who desire employment upon graduation in obtaining jobs commensurate with their interests, aptitudes, and abilities.

2. To assist students who desire further education upon graduation in entering postsecondary educational institutions commensurate with their interests, aptitudes, and abilities.
3. To assist students who terminate their education prior to graduation in entering employment or alternatuve educational programs.
4. To assist former students who desire employment (up to one year after graduation or leaving school).
5. To assist former students who desire to further their education (up to one year after graduation or leaving school).
6. To provide assistance in obtaining part-time employment for those students who need financial assistance to remain in school.
7. To provide education and employment placement information that will assist students in making career decisions.
8. To provide preparation activities that will assist students who leave school in obtaining and retaining employment.

B. Follow-Up Studies Objectives

1. To procure information for evaluating the services provided through the placement program.
2. To compile descriptive information on former students for use in placing students.
3. To procure information indicating the effectiveness of student preparation for employment.
4. To procure information indicating the effectiveness of student preparation for postsecondary education.
5. To determine the relationship between student placement areas and students' educational preparation.
6. To procure information indicating the factors contributing to students' terminating schooling before graduation.
7. To procure information for assisting students with special placement needs.
8. To compile information that will contribute to cost-benefit analyses of educational programs.
9. To make written recommendations to the district school board concerning areas of curriculum deficiency that have an adverse effect on the employability of job candidates.

School-based placement services are available for students in grades 8 through 12 who leave school upon graduation or before graduation. Through the placement program, students can receive:

- information about careers and job-market trends
- the services of the Florida State Employment Service Job Bank (Each senior high school receives Job Bank information daily.)
- assistance in how to fill out applications, write letters of inquiry and resumes, and prepare for job interviews
- information about further education and training programs
- additional job-related information (through careers centers using interest surveys to aid in establishing a student's area of interest)

The placement programs in Duval County's senior high schools have been established in accordance with state requirements. The placement programs use existing school personnel, who are assigned duties required to ensure school and district compliance with the law. Each school is provided with the *Student Placement Follow-up Program: School-Based Services Handbook*, which was developed by a committee of school personnel to establish standard procedures for providing placement services. Although the procedures for providing services and for reporting are standardized, programs vary from school to school, depending on student and community needs.

RECRUITMENT OF LEAVERS

An enormous amount of attention has been focused recently on the ability of program leavers to succeed in the job market without the benefit of a formal degree or certificate. In fact, many institutions include leaver follow-up studies as an important component of their program review process. The following example demonstrates another aspect of leaver follow-up: a creative effort on the part of a school district to persuade leavers to return to school to complete requirements.

Example: Duval County Schools

Duval County, like many urban areas, has a high-school dropout problem--too many students are leaving school with too few job skills. They leave school for many reasons, one of them being lack of success in academic subjects. To try to remedy this situation, several vocational educators and other interested persons had the idea of recovering some of the lost talent that was left dormant in Jacksonville. The goal was to get 16- to 18-year-old high-school dropouts into a full-day vocational training program in Duval County, where each student would learn a trade, receive a certificate, and enter a chosen career field as quickly as possible.

This idea became a reality on August 1, 1980. A great deal of coordination had to take place among administrators, staff, and teachers of both the secondary and vocational schools. Fortunately for the people of Duval County, the efforts were successful.

The dynamics of the program are continually changing, as students enter, withdraw, and change their career goals. This situation make getting an accurate count of the persons in the full-dau program difficult. However, through constant contact with the schools, the count is being maintained as accurately as possible.

The names of approximately 350 recent school dropouts who had expressed an interest in vocational education were obtained for the county Placement and Follow-up Office, and another 50 from counselors, occupational specialists, parents, and the dropouts themselves. Of these 400, more than 180 were assigned to classes for full-day training at the following schools: Westside Skills Center, A. Phillip Randolph Northside Skills Center, John E. Ford Career Education Center, Nathan Bedford Forrest Senior High School, and Duncan Fletcher Junior High School.

Students who were not interested in this particular program were given information and guidance about other institutions and programs. For instance, approximately 150 dropouts received help concerning high school completion programs, GED testing, vocational training programs at local junior colleges, and evening classes with Community Education, and at least 30 students who had dropped out the previous spring returned to Duval County junior and senior high schools. Many of the dropouts were not aware of their options until this program was started.

Administrators and their staffs were visited and acquanited with the program and its specific goals. Among the various agencies in Jacksonville that were contacted for linkage purposes were the A. Phillip Randolph Youth Fund for Youth Employment, Florida Junior College, Community Education, CETA, the Jacksonville Youth Employment Program, and the Pine Castle Center. Support was solicited through memoranda, telephone calls, and personal contacts with junior, senior, and vocational high school administrators, counselors, occupational specialists, and vocational instructors.

Once students are placed in the program, their progress is observed by the instructor, the counselor, and the recruiter, who work with students and parents to make the learning experience as beneficial as possible. After completing the training, students are given assistance in locating a job.

Even though only about half of the "returnees" were still enrolled in the full-day trade program four months after it began, the undertaking is proving successful because of the cooperation of the school system, agencies, parents, and students. Some students left because they wanted jobs, while others were still burdened by the reasons for which they originally left high school. However, most of the skill centers are still full, and there is a waiting list of approximately 50 former dropouts.

TITLE: COMPETENCIES FOR PLACEMENT AND FOLLOW-UP PERSONNEL. WORKSHOP AND RESOURCE MATERIALS
PUB. DATE: 1981
LENGTH: 182 PAGES
AVAIL.: DIVISION OF VOCATIONAL EDUCATION, DEPARTMENT OF EDUCATION
KNOTT BUILDING, TALLAHASSEE, FL 32301

Placement services are defined as assistance to school graduates or leavers depending on the desires of the individual to obtain gainful employment, to enroll for post-high school education, or to engage in a combination of employment and educational activities. Follow-up studies are defined as the systematic examination of the performance of former students in the areas in which they received training. Although this training manual is targeted to community college personnel, the contents are useful in the secondary setting.

In Section 1, the manual describes competencies identified by and for placement and follow-up personnel as necessary to the performance of their duties in the areas of program, design, research, and communication. These competencies are reproduced here and include:

PROGRAM DESIGN

PLACEMENT AND FOLLOW-UP PERSONNEL WILL. . .

design a follow-up system for the community college in relation to:

- institutional mission
- institutional goals
- program goals
- program competencies
- local business, industry, and governmental employers
- state and federal reporting requirements

To perform the task effectively, the person responsible for placement and follow-up must be proficient or competent in:

1. influencing goal setting, prioritization, and policy making within the institution;
2. utilizing information and resources regarding employment patterns to project and plan for institutional and program needs;
3. consulting with program managers and faculty in the articulation of:

    (a) program goals,
    (b) program competencies, and
    (c) related skills;

4. developing institutional support for placement and follow-up activities by involving each part of the college in the design of the system; and
5. planning for various strategies to address each component of the system (both long range and immediate), consistent with existing state and federal reporting procedures.

RESEARCH

PLACEMENT AND FOLLOW-UP PERSONNEL WILL. . .

design, implement, and supervise a system of evaluation of former students to include procedures to:

* select instrumentation
* collect data
* process data
* analyze data
* interpret data
* prepare and present data

To perform the task effectively, the person responsible for placement and follow-up must be proficient or competent in:

1. interpreting basic statistics;
2. utilizing basic research techniques and methodology;
3. performing analyses;
    (a) to understand what has been done with the data and what the data represent,
    (b) to recognize important data vs. unimportant data,
    (c) to identify and analyze trends based on the data, and
    (d) to generalize trends for their effect on each program goal and outcome;
4. designing questionnaires;
5. formulating application systems and analyses;
6. preparing and presenting information based on the data;
7. taking full advantage of computer applications; and,

8. developing each professional within the college as a resource for the design, implementation, or supervision of the system.

COMMUNICATION

PLACEMENT AND FOLLOW-UP PERSONNEL WILL. . .

communicate with internal and external publics with regard to:

- needs analysis
- data collection
- dissemination of reports
- implications

To perform the task effectively, the person responsible for placement and follow-up must be proficient or competent in:

1. educating each public about placement and follow-up in a non-threatening and positive manner;
2. utilizing diplomacy in presenting study results;
3. discriminating the need to know and what is needed by each public to be addressed;
4. marketing the outcome in a variety of means appropriate for the group being addressed;
5. writing reports;
6. interpreting findings for long-range planning and comparison of current trends;
7. consulting with faculty and managers about the implications of data for their programs in general quantitative ways;
8. educating faculty about methods of formulating qualitative decisions about data related to their programs;
9. developing professional regard, confidentiality, and where necessary, anonymity;
10. writing and speaking clearly; and,
11. recognizing the method and strategy appropriate for the public being addressed.

Section 2 provides training activities that specifically address the three competency areas. Sample exercises are reproduced here for each competency area.

PROGRAM DESIGN

Study your college's mission statement contained in the college's catalog and analyze it as it pertains to placement and follow-up. In the space provided, write down those segments of the mission statement that relate to degree programs, community service, job placement, and follow-up.

Mission Statement

Relevant Segments

For Degree Programs

Academic (transfer) studies

Vocational studies

For Community Service

For Job Placement

For Follow-up

RESEARCH

Although the type of information that you wish to gather will play a major part in the decision as to which method you use to gather your follow-up information, you should have an understanding of the benefits and problems associated with different methods. In the spaces provided, list the advantages and disadvantages of the three most commonly used information-gathering methods: mailed questionnaire, telephone interview, and personal interview.

Several, but not all, of the elements you should consider in this analysis are the following:

- cost
- time involved for professional staff
- completeness of information
- accuracy of interpretation of questions asked
- interpretation or analysis of information gathered
- population to be surveyed

MAILED QUESTIONNAIRE

Advantages	Disadvantages

TELEPHONE INTERVIEW

Advantages	Disadvantages

PERSONAL INTERVIEW

Advantages	Disadvantages

COMMUNICATION

There is sometimes a tendency for follow-up to be regarded as only a one-shot survey form, which is mailed to former students, tabulated, reported, and then filed to gather dust. Follow-up is a much broader activity than that and includes both formal and informal contacts with former students and their employers. These contacts form the basis for follow-through services. Follow-through is the action that results from follow-up.

Review the five general methods of providing follow-through services listed below and discuss each, using these questions as a guide:

- Whom would you need to contact for information?
- When would you do this?
- What kinds of action might you take?
- What other people might need to be involved?

METHODS OF PROVIDING FOLLOW-THROUGH SERVICES

1. Counsel students about initial work adjustment problems.
2. Refer students to additional career preparation, as needed or desired.
3. Refer students for additional job placement services for career advamcement or relocation, as needed or desired.
4. Assist employers in arranging for educational services to upgrade or up-date skills of employees.
5. Assist employers in identifying existing jobs that might be restructured to utilize entry-level skills of graduates.

Section 3 provides additional resource information.

TITLE: YOU CAN GET THERE FROM HERE/
THE JOB HUNTER'S GUIDEBOOK
AUTHOR: TAYLOR, JOHN E.
PUB. DATE: 1977
LENGTH: 56 PAGES
ERIC NO.: ED 159 440

This two-part workshop guide is designed to help job hunters make career decision by examining:

1. What they already know about the work place.
2. Ways to get more information.
3. What is important in terms of values.
4. What skills they already have.
5. What skills are needed.
6. Alternative careers.
7. A plan for each.
8. Risks and costs of each.
9. Decisions.

In part 1, "You Can Get There from Here," five of the section titles are "You Live Where You Work," "You Are What You Do," "You Are a Success," "What Do You Look for in a Job," and "Chart Your Career." The following are content examples from part 1: (1) in "You Live Where You Work" the workshop participant is urged to choose a work location by an exercise and a lifestyle rating chart; and (2) in "You Are a Success," the participant is asked to write down 10 successes and to pick out skills involved in those successes. In part 2, "The Job Hunter's Guidebook," five of the 10 section titles are "Where Do I Go," "The Employment Application," "The Resume," "The Interview," and "The Organized Job Hunt." Content examples from part 2 are: (1) "The Resume," which provides resume rules, suggestions, and samples and also covers letter rules; and (2) "Your Job Hunt Schedule," which contains a job hunt form, job target references, and an interview worksheet. Job information sources, references, and other resources are also provided.

TITLE: MODEL FOR IMPLEMENTATION OF SCHOOL FOLLOW-UP SYSTEM
AUTHOR: WASIL, RAYMOND A.
PUB. DATE: 1974
LENGTH: 74 PAGES
ERIC NO.: ED 106 478

The guide describes a longitudinal, four-phased follow-up study procedure for obtaining from high school graduates and dropouts information concerning their present employment status, training interests, personal data, employment interests, transportation type, training and education, and questions and comments. The initial baseline study (taken before graduation or dropping out) and the one-year followup phase are recommended for all students to determine personal and vocational data. The three-year followup phase is primarily geared toward obtaining employment information from vocational students, and educational information from college preparatory students. The five-year followup is intended to ascertain similar information, along with former students' estimations of the quality of the high school education/training experience. Samples and discussions of the following forms comprise over 50 pages of the document: the follow-up questionnaire; the alumni survey; the employer followup survey; the school attendance study of 1973; the State of Ohio base line phase and first-year phase surveys; the State of Michigan followup survey of 1973 graduates; and the State of Florida vocational, technical and adult education followup and employer surveys.

TITLE: THE DESIGN AND IMPLEMENTATION OF A MODEL PLACEMENT AND FOLLOW-UP PROGRAM
AUTHOR: DALE, JACK
PUB. DATE: 1974
LENGTH: 76 PAGES
AVAIL.: DIVISION OF VOCATIONAL EDUCATION, DEPARTMENT OF EDUCATION,
KNOTT BUILDING, TALLAHASSEE, FL 32301

The theoretical Placement and Follow-up model that gave this Sarasota County Project direction was developed largely on the basis of an in-depth analysis of proposed guidelines and a thorough search of the literature pertaining to this topic.

Early in the planning phase of the program, goals for the program were identified and priorities were established. The primary goal related to the placement phase of the model was to provide students with assistance in making the difficult transition from full-time secondary education on to career-oriented forms of placement. The types of placement sought were not restricted to the educational or employment realm; but rather, followed Hoyt's definition of a career as a "personally satisfying succession of productive activities hinged together over a lifetime and generally leading to greater satisfaction and contribution."

The follow-up phase of the model has as its basic objective, the collection of information related to the lives and developmental pattern of former students for the purpose of determining the effectiveness of our educational programs, policies, and practices. A longitudinal approach was employed for the purpose of identifying a temporal sequence of changes in career attitudes, aspirations, and activities of these individuals and to provide predictive and diagnostic information needed in comprehensive program planning.

With the goals of the project identified, the next step called for a delineation of project components and an establishment of priorities for development and implementation. Close scrutiny of the guidelines revealed three basic tasks to be performed: (1) Exit Interviews with all students terminating before completing their programs; (2) follow-up studies for former students between fourth and fifteenth months after leaving school; and (3) placement assistance for all students when they are ready to take the step from publi- school on to their next endeavor. The actual survey instruments and data analyses are appended.

IV. PERSONAL COUNSELING

INTRODUCTION

The role of the counselor has many facets. It would be impossible to choose either the educational or vocational role without including some aspect of identifying and assisting students with their personal needs. This aspect of the counselor's role involves helping students to explore and understand themselves, to examine their goals, values, and feelings, and to make decisions that will enable them to attain their preferred futures.

Many school counselors would agree that the desired outcome of counseling is self-realization and self-direction on the part of the student. To achieve this end, counselors must make planning and decision-making an important, if not the primary, focus of the guidance program. In this context, counselors help students obtain the information needed to make decisions and gain acceptance or clarification of certain personal characteristics that may interfere with, or be related to, making decisions. However, the role of the counselor is not to tell students what is right or wrong or what they should do. A guidance program should help students achieve their own educational/vocational adjustment and fulfillment by focusing on individual student needs and problems and by helping them learn what is needed to meet their needs and solve their problems. In this way, each student will develop the ability to face and deal with future concerns.

The teaching and learning of decision-making skills is basic to the guidance program and its curriculum. Throughout their lives, students will have to make decisions that will ultimately affect their career choice and their life style choice. For this reason, the following materials on decision-making and its application within a drug education curriculum and peer counseling support group are offered as examples of strategies that can help students develop and enhance positive self-images.

TITLE: OPTIONS: A CAREER DEVELOPMENT CURRICULUM FOR RURAL HIGH SCHOOL STUDENTS. UNIT II, DECISION MAKING.
AUTHOR: DUNNE, FAITH; AND OTHERS
PUB. DATE: 1980
LENGTH: 94 PAGES
ERIC NO.: ED 200 357

Everyone worries about making decisions. Particularly about making the right decision. Decision making is an important life skill, one that we use all the time. It is a skill that allows people to take control of their own lives. Some people approach the issue of decision making by relying on their "gut" reactions, others use an analytic approach. Unfortunately, there are other people who seem to shy away from making decisions altogether and who essentially make their decisions by deciding not to decide. Those who fall into the last category run the risk of letting others make decisions for them and letting others have control over what happens to them. Those who follow their "gut" reactions may be lucky or they may not, but they lack a process that they can apply to situations when they have conflicting "gut" reactions about what to do. Unit II of the OPTIONS series provides students with experiences and classroom activities that will help them identify situations requiring decision-making skills and introduces them to a process for use in coming to a decision.

Inevitably, the issue of what constitutes a good decision will arise as students think about decision making. Most people define a good decision as one that results in a positive outcome, and conversely, a bad decision as one that results in an undesired or negative outcome. For the purposes of this unit, decisions are evaluated as "good" or "bad" on the basis of how they are made, not on the basis of their outcomes. It is important for students to understand that using a process that involves defining a problem or situation, identifying alternatives, and weighing choices will actually increase the likelihood of a desirable outcome. To make sure that students do not confuse a good decision with a positive outcome, it may be worth taking the time to present them with some situations that will make this concept clearer. For example: someone tells you they are going to flip a coin and give you $5.00 if you call it right. You decide to call heads and the coin lands on tails. Your decision clearly had an undesired outcome, since you did not receive the $5.00, but does that mean that you made a bad decision? On what basis could you possibly have made a better decision? They will easily see that luck, not decision making, is at work here. Another situation requiring a decision is as follows: Sally Jones is by far the best pitcher on the girls' softball team. Her coach decides to have her pitch in the finals of the playoffs. Unfortunately, she has a bad day. The other team scores ten runs off her and wins. The coach's decision had a negative outcome, yet the decision to have her pitch was a good one based on her past performance.

The exercises in this unit are designed to allow students to learn and practice the skills of decision making. Included are situations that involve making quick decisions, crisis decisions, and long-range or life-planning decisions. The process that is introduced stresses the need to collect as much information relevant to the decision as possible. It also makes clear the fact that in every situation there are bound to be several choices or alternatives that should be considered. Most important, this unit should teach students that they can only take control of their lives to the extent that they are willing to make decisions for themselves.

For each of the five lessons in this unit, i.e., Life Auction, House Fire, Introducing Decision-Making, Applying The Decision-Making Process, and Applying the Decision-Making Process to a Personal Problem, there is a set of instructions to the teacher about classroom activities and homework. The Teacher's Guide includes: (1) statements of enabling objectives for each activity; (2) a list of materials needed for the lesson; (3) a detailed lesson plan; (4) a "Notes for the Teacher" section with optional activities; (5) a reproducible copy of a student activity sheet; and (6) an appendix that includes additional information on classroom techniques.

A sample of the first portion on lesson three and the House Fire lesson are reproduced on the following pages.

INTRODUCING DECISION MAKING
LESSON THREE

Objectives

1. Students will be able to understand decision making as a process.
2. Students will be able to state the process necessary for making a good decision.
3. Students will be able to apply the process of decision making to a case study.

Materials

Large poster with the five decision-making steps outlined.

Lesson Plan

1. Introduce the class to the concept of decision making as outlined in the unit introduction. Point out that the two previous activities, "House Fire" and "Life Auction," involved making a decision--in one case about the needs of the family and in the other case, about personal priorities.
2. Ask students:
   - to identify what, if any, process they used to make decisions during those exercises.
   - if they have a difficult time making decisions and if so, why.
   - what information not provided in the exercise would have been helpful to them in making those decisions.
3. In the context of the discussion, some references to "good" and "bad" decisions may arise. Make sure that your students understand the distinction between a good decision and a positive outcome. Decisions are evaluated as "good" or "bad" on the basis of how well they are made, not solely on how they turn out. Once that distinction is clear in their minds, briefly introduce the five-step decision-making process that follows.
4. Explain that as a class they will apply this process to the following situation: Sarah is 17, her parents are getting a divorce, and each has asked her to live with him/her. Work through Sarah's

predicament by asking the class the question(s) related to each step that will facilitate the application of the process to Sarah's case. (Note: This lesson is followed by a sample class summary of the step-by-step application of the process to Sarah's situation for the teacher's benefit.)

THE FIVE-STEP PROCESS FOR DECISION MAKING

Step 1: RECOGNIZE AND STATE THE DECISION NEEDING TO BE MADE

Does the situation demand a decision?
What is the problem you are trying to solve?
Is this an important decision for you?

Step 2: STATE ALL POSSIBLE ALTERNATIVES

What are your choices?

Step 3: EVALUATE THE PROS AND CONS OF EACH ALTERNATIVE

What factors should you base your decision on?
What do you need to know before you can make your decision?
For each alternative, what are the advantages, disadvantages, unknowns, and risks involved?

Step 4: MAKE THE DECISION AND EVALUATE IT

Given the alternatives, what do you decide to do?
Is that decision a "good" decision, given the information you have collected and your evaluation of your alternatives?
If you are not happy next year (or next month) with your decision, does that mean that you made a "bad" decision?

STEP 5: DEVELOP A PLAN OF ACTION AND CARRY IT OUT

What must you do to carry out your decision?

HOUSE FIRE!!

Objectives

1. Students will be able to identify priorities in a crisis situation and act on their relative importance.
2. Students will be able to state the reasons for the decision they made.

Materials

Student Activity Sheet #2: "House Fire!!"
Student Activity Sheet #2a: "House Fire!! - Group Ranking" (one per group)

Lesson Plan

1. Pass out the problem sheets for House Fire! and have the students rank the list of needs from 1 (most important) to 13 (least important).
2. After the individual students have completed their ranking list, have them form groups of four to six and ask them to complete the group ranking sheet. The group must come to a consensus on what is most important without averaging votes and without "majority rule" voting. There should be a recorder for the group to record the group's ranking and their reasons for it.
3. Fifteen minutes before the end of class, the whole class should be reconvened and the decision making process should be discussed. Considerations to keep in mind are:
    a. What behaviors helped the decision making process?
    b. What behaviors impeded the process?
    c. What pattern of decision making occurred?
    d. Who were the influential members? How were they influential?
    e. What was each group's final ranking? What were their reasons? How do the groups compare?

HOUSE FIRE!! PROBLEM SHEET

Your next door neighbors' house burned to the ground last night when their space heater exploded. The family was awakened by their dog's frantic barking just in time to escape from the house before the main stairway collapsed. The family members--Bernice Post, a 36-year-old divorcee, and her five children, Amy, 15, Elaine, 12, John, 7, Jessie, 4, and Bess, 18 months old--are now homeless, without insurance, having lost all their personal possessions, clothing, and house contents, and receiving only a limited income from welfare. The family members are all still in shock over their loss and incapable of thinking clearly about today, much less the future. You have decided that, as a neighbor and friend, you will help them out. You plan to start a fund to assist the family in reestablishing themselves. Also, because Mrs. Post is too upset by the fire, you temporarily take over the responsibility of contacting local resources to assist the family.

Below is a list of things that must be done to assist the family. Your task is to rank them in terms of their importance to the Post family. Rank them from 1 (the item you think is most important) to 13 (the item you think is least important and the last thing to be done).

__________ Locate immediate housing
__________ Take out a bank loan
__________ Find a babysitter/day care
__________ Contact utility companies (to disconnect utilities in the destroyed house)
__________ Start a clothing drive
__________ Inform a minister
__________ Collect food
__________ Obtain medical care
__________ Contact relatives
__________ Collect furniture, appliances
__________ Make a list of destroyed items, valuables, papers, etc.
__________ Contact school officials
__________ Contact Community Services Department

HOUSE FIRE!! GROUP RANKING

Note to Group Recorder

As a group you need to agree on the ranking of the following items. Through persuasive argument, not by majority rule, everyone must agree on a rank for each item.

In the space before each item, write the agreed upon ranking. In the space after each item, write the explanation of why the group decided as they did.

Rank #	Need	Explanation
________	Locate immediate housing	
________	Take out a bank loan	
________	Find a babysitter/day care	
________	Contact utility companies	
________	Start a clothing drive	
________	Inform a minister	
________	Collect food	
________	Obtain medical care	
________	Contact relatives	
________	Collect furniture, appliances	
________	Make a list of destroyed items	
________	Contact school officials	
________	Contact Community Services Department	

TITLE: PREPARING YOUNG WOMEN FOR TOMORROW:
A HANDBOOK OF CAREER COUNSELING STRATEGIES
FOR INTERMEDIATE AND HIGH SCHOOL WOMEN.
MONOGRAPH NUMBER 9.
AUTHOR: MAJCHRZAK, SHIRLEY
PUB. DATE: 1976
LENGTH: 99 PAGES
ERIC NO.: ED 177 389

Today's many educators have adopted the career education concept because it embodies some very broad, forward-looking educational and social goals, and because, as a unifying concept, it affords successive opportunities for youths and adults to choose and prepare for a wide range of careers by dissolving the barriers between academic education and skill-training. If career education remains flexible, it should be capable of responding to the needs of both society and self through a variety of educational and training alternatives for all persons.

This guide focuses on the needs of high school women students. It attempts to help counselors develop open attitudes and non-discriminatory policies and practices in educating and training women for satisfying, non-stereotyped careers and life-roles. The manual provides separate, creative program strategies that vary in importance, difficulty, commitment to policy change, traditional nature, and pre-implementation planning; none is prerequisite to another. Strategies are offered to initiate a vocational readiness program, to expand career options for women, to involve women students in career guidance policy-making, to organize student career awareness groups, to introduce more diversity in role model activities, to encourage mentoring, to locate sex-fair guidance inventories, to remediate the curriculum with women's studies, to develop school-community cooperative activities, to provide inservice training for staff, and to obtain current and specific career resource material for young women students. To aid the final strategy, seven separate resource lists suggest a basic book collection, files, miscellaneous program materials, other publications and resources, national women's professional organizations, national women's organizations, and national organizations for job discrimination and women's rights.

The complete script for one activity in the vocational readiness strategy is reproduced on these pages.

"WHEN I GROW UP I'M GOING TO BE MARRIED"
A Game Which Illustrates How Time and Circumstance Affect Women

Background and Purpose of the Game. When you ask a little boy what he is going to be when he grows up, he tells you; he may not end up being what he first says, and he may "be" a number of different things over the course of his life, but throughout he is focusing on the work he does. Most little girls say they will be married, period. Yet, data of the U.S. Department of Labor and the California Advisory Commission on the Status of Women show the following: The average life expectancy of women today is 75 years; since childbearing patterns have changed, the average mother of today has 40 years of life ahead of her after her youngest child enters school; 9 out of 10 girls will marry; 8 out of 10 will have children; 1 out of 10 will be employed outside the home for some period of their lives; at least 6 out of 10 will work full time outside their homes for up to 30 years; more than 1 in 10 will be widowed before she is 50; more than 1 in 10 will be heads of families; probably 3 in 10 will be divorced; only 1 in 3 California girls plan to go to college; most girls do not see themselves as problem solvers or achievers; most girls have not been influenced or trained to deal with many of the realities they will face in their lives; society will continue to experience the loss of the talents of many bright women because they are not given early encouragement or because girls believe they must choose between a family and a career.

The game has limited purposes, but serves as a start toward these goals; (1) To give girls greater awareness of the above realities of women's lives; (2) To give girls experience and self-confidence in dealing with unexpected hardship or altered circumstances; and (3) To motivate girls to alter their current activities and plans so that future pitfalls can be avoided and the maximum potential of their abilities can be realized over the course of their lives.

Instructions. An adult who is knowledgeable of the above statistics and their implications and possibilities "leads" the game. Examples of implications and possibilities are: An unskilled, divorced mother who needs employment usually cannot find child care facilities, and often housing, at a price she can afford; a full-time homemaker doesn't need to wait until her children are grown to continue her education--she can go to school while they are in school; and, 40 years of age is not too late to start a college education, a career, or other fulfilling activity, since on the average, she will live 35 years more. The Commission's 1969 and 1971 Reports can be helpful in preparation for leading the game.

The game is based on the above statistics. There are 10 profiles since the statistics are based on percentages of 10 - 3 girls are profiled to go to college, 1 never marries, 3 are divorced, etc. Before using the game, the "chance factors", which make up the bottom half of each sheet, are to be stapled to they are covered from view.

Ten girls can play. Before the profiles are distributed, the leader explains that the game illustrates how time and circumstance affect women, reads the above statistics aloud and explains that the profiles are representative of the statistics.

Each girl is given a numbered profile. Four facts are showing which correspond to the marital, childbearing, employment and college statistics above. In turn, each girl is asked to read her 4 facts aloud and is asked what kind of life, based on her personal aspirations and plans, might be built given these circumstances. Not much time should be spent on this part of the game--perhaps 2 or 3 minutes per girl. Its principal purpose is to break the ice, get girls talking about themselves, and to set the stage for the second phase of the game. The starting girl usually has trouble understanding what she is expected to say. The leader helps by asking her if she has thought about a kind of work she would like to do, at what age she thinks she might like to be married, etc., but no one should be pressured to be more specific about their own plans than is easy for them to handle. The leader notes briefly on a duplicate set of profiles key things about each girl, such as "interested in computer programming and plans early marriage," "plans on college, interested in teaching," "artist, no marriage plans," etc.

It is not important whether the 4 profiled facts fit a particular girl's specific plans, or whether her projections when trying to fit them to the facts are realistic. For instance, some girls have said things like, "I plan to be a marine biologist, but this says I don't go to college before marriage, so I suppose my husband and I will just go to college together." The leader should not ask at this point how they are going to afford it. Also, during this segment they are not required to build a whole life--they usually stop at about age 30. Whole-life awareness and "nuts and bolts" realism are dealt with in the second part of the game.

After each girl's "projections" are dealt with in turn, the second phase begins by starting again with profile No. 1. Girl No. 1 is asked to unstaple her profile and read alound her chance factors. It is then the task of the group, not the particular girl, to work on the problem, although the profiled girl may join in if she wants. It should be made clear, however, that the responsibility lies with the group, working as a team, to try to solve the problem. Group responsibility makes discussion easier, generates more ideas, creates a mutual helping atmosphere, puts no one person "on the spot", and gives all the girls 10 experiences in problem solving and identification with 10 possible "lives" even though each has only 1 profile.

First, the immediate problem is dealt with; then, the leader, referring to the notes taken earlier, asks if even in these circumstances there is any way the "read" girl's stated aspirations can ever be reached (in some profiles the latter is not relevant and this aspect should be omitted).

The leader should intrude as little as possible during this segment, but should help if no one has suggestions, and should non-judgmentally add corrective data from time to time. It is unwise to correct or question every unrealistic suggestion, and the leader has to tread the fine line of building the girls' self-confidence on the one hand, and helping them to learn what is really involved in coping with day to day problems on the other. Examples might take the following forms:

1. Profile 1. No one speaks up. The leader might ask: "Could the husband take a second job at night? Could the wife get a part-time job while the children are in school? Which would be best for the family as a whole?"

2. Profile 10. Someone has suggested the wife sell the house. The leader might ask if apartment housing, especially if the children are a girl and a boy, might not be as expensive as the house payment, pick an arbitrary figure for the house payment and inquire whether anybody knows the cost of apartments that would fit the family's needs.
3. Profile 3. The profiled girl's real aspiration was to be a librarian. If no one else suggests it, the leader might ask: "Why couldn't she go to college now? It takes 5 years to get the degree. She'd have 30 years to be what she wants. Older people, believe it or not, need to like what they're doing and have something to look forward to as much as young people do."

After the problem has been dealt with, the group is asked to discuss how early planning or action might have prevented the problem, and/or how the particular girl's aspirations could most easily have been reached. This process is repeated until each girl's "altered" life has been dealt with.

Extending the Game. A variety of extensions are possible. One would be to ask the girls to do some "detective work." Using their own profiles girls could be asked to find out and report back the cost and availability of the various kinds of child care (just finding out how to find out is a challenge); what jobs and pay for secretaries, etc. are listed in help wanted ads and whether public transportation to and from specific listings is available; whether local colleges permit part-time students for the particular major the girl has in mind and what the costs are; what current housing and transportation costs are to fit the needs of the profiled family, etc.

Cautionary Note. The "life style" within the 10 chance factors, when taken together, may be unsuitable for specific populations. Adult professionals utilizing the game should analyze the general life styles involved and should revise the context in which "happenings" take place, so that specific populations can identify generally with a sufficient number of life styles. It is impossible to say how many is "sufficient," and experimentation is obviously necessary. The overall population statistics listed on page 1 should remain the same, however, even if styles are changed, e.g.: The divorce statistic is 3/10, yet in some populations, divorce is endemic. But, when girls from such populations learn that it isn't inevitable elsewhere, they can see new possibilities for themselves, especially in the overall "helping-solving-preventing" context of the game.

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile 1

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors

You work as a secretary for two years before your marriage. You have two children. Your husband's job seems promising, but he doesn't advance as quickly as he hoped, and when the children are 7 and 9, you and he realize that with the high cost of medical and dental care, taxes, saving for the children to go to college, and wanting to buy a home, one salary just will not do it.

What do you do?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile 2

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You complete your college education before marriage.

Chance Factors

You "fall into" a dream job soon after graduation from college, and two years later meet and marry a young man with a promising future in another field from yours. You keep on working after your two children are born because you love your work and you are rising fast in your company. Ten years later when you are near the top your company is bought outright by a large conglomorate. The whole firm is to be moved to New York and you are offered the directorship. There is no opportunities for you at your level if you switch to another company in your field here in town. Opportunities for your husband in New York are unknown.

How do you approach this situation?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile 3

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before marriage.

Chance Factors

You work a year and are married at 19. You enjoy your 20 years of homemaking, but when you are 40 your children are all but grown. You don't want to just sit home for another 35 years.

What can you do?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile 4

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before you marry.

Chance Factors

You go to work for the telephone company when you are 18. Two years later you marry a handsome, dashing line repairman, and by the time you are 26 you have 3 children. Your husband is assigned to emergency repair work in remote places--is home less and less, starts playing around with other women, and doesn't send home money regularly for you and the family. You try for three years to straighten things out, but at age 30 things are worse rather than better, and you get a divorce. The court awards you some alimony (now known as support) and child support, but it is not enough to live on and there is very little community property--pretty much just clothing and furniture.

How can you cope?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile 5

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period in your life.
You complete two years of college before your marriage.

Chance Factors

You have 3 children. Your husband has a good job and things are going well for the family until you are 34, when your husband is tragically killed in an automobile accident. The children are then 4, 8 and 10. There is some life insurance, but not enough to last very long.

How will you cope?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile 6

You will live to be 75 years old.
You will marry.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors

You marry your high school "steady" right after you graduate from high school. He has completed two years of college at that point, and you go to work as a clerk-typist in a law firm to put him through college. He graduates from college and gets a good job. After 5 years in the firm you are promoted to head secretary in the law firm. It is fascinating work, and while you and your husband are disappointed that no children come along, you decide that since you both enjoy the challenges and freedom of your life that you will not adopt children. You are interested in the cases being handled by the firm, but over the next 15 years you find that your secretarial role is less and less challenging. You are 38.

What will you do the rest of your life?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile 7

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors

It is apparent within two years that your marriage was a mistake and you are divorced. You remarry when you are 24 and have 2 children. When you are 35 and the children are 7 and 9, your husband's job and whole field of work is wiped out by automation.

How can the family cope?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile 8

You will live to be 75 years old.
You will marry and have children.
You do not go to college before your marriage.

Chance Factors

In your senior year in high school you fall madly in love with an exciting "older man of 29," who is already successful in business. He is of the firm opinion that woman's place is in the home, and states often that no wife of his will ever work. The two of you continue to be generally compatible and remain married all your lives, but over the years his business affairs take up more and more of his time, and he prefers spending his leisure time "with the boys" hunting and fishing. Your children are all off on their own by the time you are 43 years old.

What do you do with the rest of your life?

460

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile 9

You will live to be 75 years old.

You do not go to college before taking your first job.

Chance Factors

Your father dies unexpectedly when you are 17 and your mother is in poor health. You have 4 younger brothers and sisters, the youngest of which is 2, so supporting the family is up to you. You have no practical skills and jobs are scarce, but you get work in a cleaning plant. The pay is not bad, but you are pretty tired by nighttime, especially after seeing to things at home. You have boyfriends, but the ones you really like have their own problems and don't see themselves taking over support of your family. By the time the other children can help out enough so that most of your earnings are not needed for the family, you are 35 years old. You find that at that age, there are very few eligible men around. You never do find one.

What will you do with the rest of your life?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile 10

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period of your life.

You complete 3 years of college before your marriage.

Chance Factors

Your fiance graduates from college when you finish your junior year, and he is offered a good job in a town which has no 4-year college. You marry and go with him. When you are 42, and your children are 15 and 17, your husband says he wants a divorce to marry a younger woman. Under California's new divorce law (which became effective in 1970), he can do this and there is nothing you can do about it. The new law also says that you can't get alimony (now known as spousal support) just because you are a woman, but since you have been married for such a long time the court awards you a small amount of "spousal support" for three years and child support until the children are 21. You also get one of the cars and the furniture, which are paid for, and the house, which is only 2/3 paid for. Even with the support money, there is not going to be enough to make ends meet.

How will you cope?

TITLE: BUILDING WELLNESS LIFESTYLES: COUNSELOR'S MANUAL.
BUILDING WELLNESS LIFESTYLES: ADMINISTRATOR'S GUIDE.
AUTHOR: KOSS, LARRY; KETCHAM, MICHAEL
PUB. DATE: 1980
LENGTH: 118 PAGES; 59 PAGES
ERIC NO.: ED 188 840; ED 188 841

A camp program is presented which reflects the Young Men's Christian Association's traditional commitment to the development of the whole person, introducing the development of a "wellness" lifestyle. A wellness lifestyle is described as one that involves living fully and abundantly while recognizing and assuming responsibility for one's own health--and for the way things turn out in one's life. Written for counselors, the manual maintains that the counselor must present and model wellness information in a way that emphasizes the enjoyment and popularity various health enrichment practices allow. Several principles which can be used in building a wellness program are discussed (e.g., effecting long term changes and involving young people in the change process). Most of the manual is devoted to 47 wellness activities related to each of 6 wellness dimensions: each activity is outlined according to purpose, age of camper (7-12 and up), materials, and procedures. Activities range from tracing blood flow through the heart to building a nutritional cooking center; exemplary activities include: a calf heart dissection; blood pressure measurement; caloric intake and expenditure measurement; alcohol abuse and drug abuse discussions; assessment of advertising media influence on self-image; stress management relaxation techniques; a "blind" walk; a silent walk; and a night hike.

The guide for summer camp administrators is built upon six principal concepts: enjoying fitness; eating well; taking care of oneself; enjoying life; relating to others; and being part of the world. Wellness is described as serving to awaken one's awareness to lifestyle norms and practices that contribute more to an illness culture than to a true state of fitness and health. The administrator's personal commitment to a wellness lifestyle is seen as essential to the program's success. Accordingly, a Lifestyle Assessment Inventory and an Individual Action Plan are included so the administrator may examine his lifestyle and consider a plan for change.

A similar inventory aids in examining the degree to which wellness is part of a camp and assists in a program for improvement. A strategy for building wellness programs is outlined and discussed according to five developmental levels: analysis; support; program development; implementation; and evaluation. One task in the area of program development involves tempering the promotion of wellness to avoid obscuring the competing with the regular camp program. Another task involves working for a gradual and realistic change. Specific information is included on the development, implementation and maintenance of wellness programs.

These activities from the wellness program are reproduced on the following pages.

THE DIMENSIONS OF WELLNESS QUESTIONNAIRE

Listed below are twelve statements reflecting some dimensions of wellness. For each statement, indicate how well you are doing in that area, circling the most appropriate rating for each item. Consider a rating of "1" to be the lowest possible value and a "5" as the highest possible value.

HOW AM I DOING?

1. In exercising my heart and lungs rigorously for at least 20 minutes a day, every other day? 1 2 3 4 5
2. In developing and maintaining strength and flexibility? 1 2 3 4 5
3. In maintaining my weight within 5 lbs. of my optimal level? 1 2 3 4 5

   Formula for assessing "optimal level":
   male = ht. in inches x 4.0 - 128
   female = ht. in inches x 3.5 - 108
4. In maintaining a sound nutritional diet? 1 2 3 4 5
5. In not driving or riding in automobiles either recklessly or above speed limits? 1 2 3 4 5
6. In avoiding smoking and the misuse of alcohol or drugs? 1 2 3 4 5
7. In making sure that I get at least two adequate periods of relaxation per day? 1 2 3 4 5

8. In making sure that I have a balance of fun and work in my life? 1 2 3 4 5

9. In being aware of what I feel and being able to express those feelings? 1 2 3 4 5

10. In developing and maintaining satisfying and meaningful relationships with others? 1 2 3 4 5

11. In being sensitive to the needs of our natural environment? 1 2 3 4 5

12. In developing and maintaining a sense of community and spiritual awareness? 1 2 3 4 5

Areas of Strength

Areas for Possible Improvement

IMPROVING YOUR FLEXIBILITY

(Stretching)

Purpose:

To alert campers to the benefits of improved flexibility and reduced muscle tension and to guide campers through a stretching program.

Participants:

Counselors and campers (recommended age: all). One person or a group of any size may do this activity.

Materials:

None, although a soft surface (grass, exercise mat, etc.) is desirable.

Procedures:

1. Ask campers what cats normally do on first awakening (slow, purposeful stretching). Did they know that cats maintain full flexibility through 80 to 85% of their total life or 8 to 9 out of 10 years? What about we humans; do we enjoy such lasting flexibility? (No; most humans retain average flexibility through only 50% or 35 years of their life.)

2. What are some of the benefits of flexibility? Prevention of injury prior to physical exercise, improved energy levels, greater feelings of relaxation, avoidance of joint stiffness, etc.)
3. Introduce the following stretching guidelines:
   a. Ask a camper to demonstrate a stretching exercise, such as a toe-touch. What is he or she attempting to do? A very common error in stretching may arise here: jerky or bounce-type movements, the way many of us were once taught to warm-up (examples include toe touching, side bends, jumping jacks, etc.).
   b. Doing the same exercise, the counselor should demonstrate the proper way to stretch: slowly and with control holding the stretch for several seconds, careful to avoid excessive tension. Ask campers why the controlled stretch might be more beneficial than the moving stretch. (Muscle fibers are allowed to stretch out slowly and stay stretched out for a period of time.)
   c. Stretching is not a physically exhausting form of exercise. On the contrary, one should be relaxed while concentrating on the part of the body being stretched. (Relaxation can be deepened by closing the eyes while stretching.) Breathing should be slow, deep, and rhythmical; breathing must not be held nor restricted.
   d. Avoid overstretching. The benefits from stretching are reached when the proper tension (stress) level is reached. Stretch to a point where the tension is felt and maintain it. The feelings of the stretch should decrease the longer the stretch is held. Stretching should be enjoyable rather than painful.
   e. Be alert for campers who feel the need to compare themselves with others. Remind them that each of us differs in terms of body type, flexibility, and muscular tightness, and that improvements will be quickly seen with a regular and proper stretching routine.

f. Ask campers when the "best" time of the day might be to stretch. (Many different times are suitable for stretching: in the morning when our muscles are very stiff from prolonged rest, prior to physical exercise as a warm-up activity, following physical exercise as a cool-down activity, when one feels tense or frustrated, etc.)

ARE WE REALLY DIFFERENT?

Purpose:

To help campers understand and appreciate individual differences and similarities.

Participants:

Counselor and campers (recommended age: all).

Materials:

Paper and pencil/pen for each camper.

Procedure:

1. While sitting together as a group, ask campers to either write down or express verbally the differences they note among the members of the group. Such differences can by physical (height or weight), personal habits (a preference to rise early in the morning), personality (friendly), likes or dislikes (horseback riding), etc. Encourage campers to observe themselves as well as others.
2. When the list is complete, ask campers to make a similar listing of the similarities they note among the members of the group.
3. With older campers, introduce the person of Martin Luther King and read the following excerpted from "Stride Toward Freedom:"

   > To retaliate in kind would do nothing but intensify the existence of hate in the universe. Along the way of life, someone must have sense enough and morality enough to cut off the chain of hate.

   Discuss the meaning of the lines. Ask campers to think of examples where compassion and understanding are more appropriate responses than retaliation. Role playing can be very effective. Can they relate these lines to examples in their personal life, camp life or world events?

4. With younger campers, read the following poem by Shel Silverstein entitled, "No Difference:"

Small as a peanut,
Big as a giant,
We're all the same size
When we turn off the light.
Rich as a sultan,
Poor as a mite,
We're all worth the same
When we turn off the light.
Red, black or orange,
Yellow, or white,
We all look the same
When we turn off the light.
So maybe the way
To make everything right
Is for God to reach out
And turn off the light!

If read at night, turn all lights off before reading the poem. Do we have to wait for God to turn off the light? How can we learn to accept and appreciate the value of human differences?

TITLE: GOAL X: PREPARING FOR A CHANGING WORLD: COPING WITH CHANGE. A GUIDE TO INTERVENTION TECHNIQUES FOR THE DEVELOPMENT OF PROBLEM-SOLVING AND COPING SKILLS.
AUTHOR: HERZOG, JAMES F.
PUB. DATE: 1977
LENGTH: 33 PAGES
ERIC NO.: ED 155 584

The basic approach to being prepared for a changing world offered by this guide is to acquire the skills to solve and cope with one's problems. While the problems are numerous and ever-changing, the skills remain constant. This publication defines this basic personal-coping approach and lists some of the resources available for implementing programs in these basic skills.

The first section defines and explores such concepts as coping, problem-solving, hypothesizing, and selection of alternatives. The second section identifies resources for strategies for kindergarten, elementary, and secondary teachers, counselors, parents, psychologists and teacher-trainers. These resources are identified and briefly described; occasionally availability is cited. A bibliography is included for those who wish more in-depth coverage.

TITLE: OVERCOMING SEX STEREOTYPING: A COUNSELING CASEBOOK
AUTHOR: SOLDWEDEL, BETTE J.
PUB. DATE: 1982
LENGTH: 101 PAGES
AVAIL.: DIVISION OF VOCATIONAL EDUCATION, DEPARTMENT OF EDUCATION, KNOTT BUILDING, TALLAHASSEE, FL 32310

Sex stereotyping remains a significant impediment to many of the critical decisions which girls and women must make: choice of curricular electives, choice of major fields of study, choice of a college, choice of a career. Sex stereotyping is a serious obstacle in the market place, bearing on job entry, classifications of positions, upward mobility, and, of course, rewards systems including salary.

Sex stereotyping is seldom considered a subject for detailed study in counselor education programs. Among the counseling behaviors promoted in the literature for the evaluation of prospective counselors' skills, few lists call for an assessment of stereotypical predispositions. At the same time, content analyses of major textbooks used in counselor education and in-service programs indicate that typical cases depicting problems of women and girls are seriously under-represented.

With so little concern within the context of traditional counselor education, the products of training-teachers, guidance counselors, academic advisors, deans, employment counselors, human services interviewers, personnel directors and specialists - often lack both exposure to the issues of sex-stereotyping and the ability to eradicate it in professional relationships. This document attempts to fill the significant void. The cases are drawn from actual experiences of girls and women. Each vignette treats a typical situation in which sex stereotyping is at issue. The cases range from the high school girl who is advised by her counselor to marry a veterinarian, a career to which she aspires, because "that's as close as you'll ever come to that field," to a school drop-out, mother of six who wants to achieve a G.E.D. only to be told by a female counselor, "the chances are you would never finish..." Other cases describe both male and female attitudes toward sexual harassment, promotional opportunities for working mothers, working for female supervisors, and additional situations.

In addition, five alternative strategies for counseling women are summarized and resources for indepth investigation of these alternatives are suggested. A comprehensive program for counseling women includes:

1. individual counseling
2. career planning
3. assertiveness training
4. support group counseling
5. overcoming sex stereotyping

Each strategy is outlined in terms of goals, general content or competencies, suggested activities, additional resources and application to cases.

To reduce or eliminate sex bias in counseling, practitioners need to be alert to their feelings and attitudes and the extent to which these feelings and attitudes limit or enhance the options of their clients. This final chapter suggests evaluation procedures to help counselors and other guidance personnel assess sex-fairness in their own behavior. The strategies proposed include:

1. components of a nonsexist person
2. self-assessment of nonsexist components
3. personal values checklist
4. self-evaluation of nonsexist behavior

NATIONAL DIFFUSION NETWORK (NDN) PROGRAM

PROJECT: HEAR - Human Educational Awareness Resource (A Career Education Program to Reduce Effects of Sex Role Stereotyping.) A program that combines career education with human growth and development processes, sex stereotyping affect, and vocational choice psychology to reduce the effects of gender-role limitations.

TARGET AUDIENCE: Approved by JDRP for students of all abilities, grades 4-9. It has been used in other settings with grades 1-3 and 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION: Project HEAR consists of Primary, Intermediate, and Secondary Learning Units, each integrated into a student's regular curriculum over a 45-day period. Learning Units are sequentially organized, ungraded, and designed for use in any existing classroom structure with any discipline; they may be adapted to multiple learning needs. The developmental tasks of each learning unit are geared to differences in learning level. Because the learning needs of twelfth-grade students are different from those of eighth- and fourth-grade students and because individual learning styles also differ, Project HEAR's materials combine reading, writing, verbal, audiovisual, simulation gaming, and kinesthetic learning experiences. Activities are varied and afford students opportunities to work individually and in large and small groups.

Project HEAR aims to expose students to the concepts of growth and change and to make them aware of their needs, skills, strengths, aptitudes, feelings, and motivations. The program relates a variety of occupational information to the student's self-concept. Emphasis is placed on choosing and examining alternatives in order to make decisions. At the elementary school level, the primary goal of the program is to change students' knowledge of the world of work and to align their occupational choices with their occupational interests, aptitudes, and abilities.

Project HEAR's curriculum is designed to help students explore themselves without judgment of success or failure, to lead students to a successively widening exploration of the world outside themselves, and

472

to teach them decision-making skills and provide skill-building activities. Self-awareness, career awareness, and decision making are the threads that weave the project's components together and the respective foci of the Primary, Intermediate, and Secondary Learning Units.

Contact the project about available training and services.

CONTACT: Joel Geller, Director
Project HEAR, Cogent Associates
306 Alexander Street
Princeton, NJ 08540
(609) 921-1484

Developmental Funding: USOE ESEA Titles III and IV-C
JDRP No. 78-185
Approved: 5/31/78
Compiled Summer 1981

TITLE: GUIDELINES FOR SCHOOL-BASED ALCOHOL AND
DRUG ABUSE PREVENTION PROGRAMS
PUB. DATE: 1981
LENGTH: 16 PAGES
ERIC NO.: ED 208 315

This set of drug education guidelines, developed by the California Department of Education, can serve as a model for promoting and developing school-based prevention programs in the areas of alcohol and drug abuse.

Today most of the successful school-based alcohol and drug abuse prevention programs are predicated on the premise that a combination of straightforward factual information and social skill development is needed for prevention programming to be effective. This approach is based on the recognition that some individuals freely choose to use drugs and alcohol and that these choices are based on a variety of factors that schools and families can influence. Thus, school-based alcohol and drug abuse prevention programming is seen as a comprehensive process that not only provides students with accurate information about alcohol and drugs, but also enhances self-esteem, communication skills, decision-making skills, and interpersonal relationships that are incompatible with alcohol and drug abuse.

These guidelines are a synthesis of basic principles of prevention programming and include a number of important issues that program planners and developers may want to consider as they develop new programs or reassess existing ones in their schools and communities. The guidelines do not prescribe a "best" approach for school-based alcohol and drug abuse prevention. Rather, they include a series of recommendations that should be carefully weighed in relation to the needs and priorities of particular schools and communities.

While it is clear that the program planning for each school and community will be unique in relation to the community's particular needs, the guidelines incorporate a general philosophy and approach to school-based alcohol and drug abuse prevention with which program planners should be thoroughly familiar. An understanding of this philosophy and approach will help to guide program planners who wish to work with a design model in mind, the guidelines also incorporate suggestions for a comprehensive school-based prevention program.

Since the success of any activity in this area is dependent to a large extent on parent and community support, full use should be made of the school site council and the school improvement planning process, which encompasses the total program for each student. In planning a program to meet the physical, emotional, and mental health needs of the student or to improve the school climate, the school site council should address this area of concern and design strategies in response to the needs of each student. Such strategies should be designed as an integral part of the total program rather than as an adjunct to the program. Schools without councils or advisory committees could consider the value of these models.

The basic approach on which the guidelines are based is reflected in three content area goals of the framework, which are that students will:

1. Develop knowledge, understanding, and awareness about the use and misuse of substances (alcohol, drugs, narcotics, tobacco) by individuals.
2. Develop decision-making skills (and an awareness of personal values) related to the use (and misuse) of mind altering substances.
3. Demonstrate responsible attitudes about the use of various chemical substances and appropriate alternatives to the use of mood altering substances.

School-based drug abuse prevention programs:

1. Are governed by and/or located primarily in an educational setting and are accountable to a local educational agency.
2. Operated in accordance with Education Code provisions for drug and alcohol abuse prevention and education.
3. Create and/or reinforce positive behavior patterns before unhealthy or negative patterns, such as substance abuse, develop.
4. Satisfy human needs and place obstacles in the way of negative and unhealthy behaviors.
5. Promote alternatives to substance abuse and other forms of unhealthy and negative behavior.

Prevention specialists agree that prevention consists of several key elements, including:

1. A focus on rewarding a positive nondrug-using life-style rather than punishing drug use and abuse.
2. The provision of healthy, attractive alternatives to drug use.
3. Innovative programs that develop an individual's ability to rely on inner resources, skills, and experiences on an individual's constructive relationship with peers, schools, and community.
4. A reliance on peers, parents, schools, and the community as the most effective channels for information and for guiding young people.
5. The provision of clear, factual, honest, and relevant information about drugs and reasons why people use them, with special materials developed and provided for parents, teachers, and young adults.
6. The development of special materials for different groups of people confronted by distinct challenges: men; women; handicapped persons; ethnic minorities; the poor; persons in urban, suburban, and rural areas; and other special populations.
7. An evaluation component routinely included as part of every prevention effort.

The following general approaches are representative of most prevention programs. Ideally, more than one methodology is employed:

1. Information. Accurate information about the physical and psychological effects of misuse of alcohol and other drug substances is an essential program element.
2. Affective strategies. A variety of classroom activities can be developed to address such developmental areas as self-esteem, interpersonal relationships, communication skills, decision-making, and an understanding of personal values.
3. Peer programs. The many different ways of involving peers in prevention programming include peer counseling, peer tutoring

and teaching, and a variety of approaches that involve older students working with and helping younger students.

4. Alternatives. Young people need constructive alternatives to alcohol and drug use. These can include recreational alternatives, such as athletic programs, performing arts, and other extra-curricular pursuits. They can also include service programs, in which young people volunteer to work with and assist people in need, and programs that offer experience in working.
5. Life career planning. Career education and the development of such "life skills" as parenting are essential aspects of healthy growth among young adults.
6. Family-oriented programs. Alcohol and drug problems often start in the family, either because of parents and siblings involved in substance abuse or other family problems that are closely related to substance abuse and destructive behavior generally. Family counseling, family communications and problem solving, and parent support groups are among the many approaches used to assist families.
7. Systems-oriented programs. Often alcohol and drug abuse prevention programs address the systemic needs of such organizations as schools and community agencies. Here organizational change is seen as a key to eliminating the negative aspects of the organizational climate that are seen as contributing to alcohol and drug problems. School climate assessments, curriculum changes, and human relations days have been used in schools by school site councils and others at the school. Often schools have participated in community-wide coalitions to address serious community problems that have an impact on alcohol and drug abuse.

The following recommendations are provided as guidelines for program planning and implementation in the areas of curriculum, in-service teaching, curriculum assistance to teachers, teacher plus counselor qualifications, counseling services, and parent/community linkages.

Curriculum

* The curriculum should be comprehensive in scope, starting at the kindergarten level and extending through grade twelve or through the highest grades covered by the school district.

* In all grades a prevention-oriented curriculum should be offered in conjunction with instruction on health and other relevant subject areas.
* Prevention-oriented activities should be scheduled throughout the year rather than in a short, concentrated unit; i.e., the "one-shot" approach should be avoided.
* The curriculum should emphasize attitudes and decision making (affective learning) as well as information (cognitive learning).
* Prevention-oriented classroom activities should emphasize the stresses and influences that are associated with environmental factors, such as peer pressure, urban living, affluence, inequality of opportunity, the availability of drugs and alcohol, and the social acceptability of illicit drugs created by advertising.
* The curriculum should provide for the specialized needs of the local community, including needs for cultural relevance and bilingual materials.
* Clearly stated objectives should be established for the total program and for each level of instruction.
* The curriculum should be developed through cooperative planning of the school site council, school personnel, the target population (where appropriate), parents, and community representatives.
* Provisions should be made for ongoing evaluation and program accountability.
* Demonstrations that focus exclusively on drugs and how they are used should be avoided, because these tend to make drugs attractive to the nonuser.

In-service Training

* In-service training programs should offer to certificated and classified staff members opportunities to gain understanding of current approaches and to develop knowledge and skills relative to alcohol and drug abuse prevention through training and involvement.
* In-service training programs should be offered on a continuing basis and not as a stop-gap attempt to solve the drug problem.

* When in-service training is not conducted during the regular school day, opportunities for providing training or extension credit should be explored.
* A team approach to in-service training is recommended. Teams may include the school-site principal and parents, as well as teachers and other school staff. In-service training that involves teachers working in isolation and without the support of the principal should be avoided.
* Training may be needed to make the school faculty aware of the nature, extent, and seriousness of the alcohol and drug problem in the school and community. Faculty members should also be provided with information about appropriate community agencies to which students with alcohol and drug problems or related problems may be referred.
* Whenever possible, prevention-oriented in-service training should be coordinated with other strategies designed to effect positive school change, such as staff development, human relations training, and the school improvement program.

Curriculum Assistance to Teachers

The districts should be responsible for providing:

* Program implementation and evaluation determined by the district administration at program inception.
* The resources needed to implement and maintain alcohol and drug abuse prevention programs.
* Support materials and guidelines for their effective use.
* A curriculum that is coordinated with community-based program activities.

Teacher and Counselor Qualifications

* In the selection of the school prevention education person to give leadership to an alcohol/drug abuse program, the following characteristics should be sought:
  - Is perceived by students as approachable
  - Communicates warmth and interest
  - Is able to articulate students' concerns accurately

- Has empathy for growing children and adolescents
- Has capacity for sustained listening
- Is authentic and honest
- Is willing and able to work with community resources and agencies
- Has knowledge of current issues, information, and resources related to substance use and abuse
- Has a sense of humor

* Staff members should not be assigned arbitrarily to alcohol and drug abuse prevention programs; only those people who have demonstrated an interest in and a commitment to this area should be considered for training and program staffing.

* Only teachers or counselors who have completed appropriate in-service training should be assigned to alcohol and drug abuse prevention programs.

* Whenever feasible, newly hired teachers should have had at least one pre-service course in health education covering the physiological, psychological, and sociological factors related to the use of tobacco, alcohol, narcotics, restricted dangerous drugs, and other substances and current approaches to alcohol and drug abuse prevention.

* Because they are viewed by students as models, teachers and counselors chosen for prevention programs should be nonusers of illicit drugs and be circumspect in the use of alcohol and tobacco in order to maintain credibility.

Counseling Services

* Counseling services should be readily available (ideally, on a 24-hour basis) to all pupils and their parents who wish to discuss possible drug-related problems or other areas of personal concern.

* The counseling staff should be aware of a variety of substance abuse and counseling resources in the community to which referrals may appropriately be made.

* The alcohol and drug abuse prevention counselors should not be required to be responsible for both counseling and discipline, since the roles are often incompatible.

- The counseling program should provide crisis intervention services to all students and their families for drug-related and other personal problems.

Linkages to Parents and the Community

- Parents should be involved in prevention by performing such roles as members of advisory groups, participants in parent education and family communications programs, members of school teams, resource persons for program implementation, and as prevention advocates.
- Whenever possible, cooperative relationships should be established to link the school-based program with relevant activities and personnel in community agencies.
- Whenever possible, a citizens' advisory committee should be established for the prevention program. Membership may include community leaders, parents, and representatives of community organizations, such as medical groups and health agencies, the clergy, the media, law enforcement, drug abuse agencies, and youth organizations. Among other roles, the advisory committee can be an advocacy organization for prevention programming by providing ongoing communication. Whenever a school site council or school advisory council exists in the school, a subcommittee might be established for this purpose.
- Parents, working with the PTA or school officials, can be very effective in developing for parents and teachers drug abuse prevention programs that will supplement the drug abuse prevention programs for children.
- Parents should have the opportunity to learn as much about drugs as their children are learning and also have the opportunity to talk openly with teachers about the problems, strategies, and responsibilities involved in reacting to drug use by young people.

TITLE: DRUG EDUCATION CURRICULUM: SENIOR HIGH HEALTH EDUCATION SUBSTANCE ABUSE PREVENTION
PUB. DATE: 1981
LENGTH: 265 PAGES
ERIC NO.: ED 214 097

The primary focus of this Drug Education Curriculum is prevention of drug misuse and abuse through combined cognitive and affective development. Research has shown that drug education programs which include objectives that enable students to:

- learn credible information;
- improve their self-concepts, (self-images);
- communicate effectively with others; and
- solve problems and make informed, responsible decisions

result in significant reduction of:

- referrals for drug-related activities and absences;
- instances of disruptive behavior among students; and
- instances of school property damage.

Research has also shown that information is a factor which influences values, problem-solving, decision-making and risk-taking behaviors. To influence behavior positively, however, information must be contained within the broader context of affective skills development.

The affective model upon which this curriculum is based has three components: the development of self-image and positive self-concept; the development of communication skills; and the development of coping skills.

1. Development of Self-Image and Positive Self-Concepts: Research demonstrates that young children exposed to affective educational activities and materials, designed to improve self-concept and acceptance of others, significantly improve their self-concepts. Individuals with poor self-concepts are more likely to misuse and abuse drugs than individuals with positive self-concepts. Significant reduction of drug use was also found among students exposed to humanistic education, which includes values clarification and values sharing programs. Current data suggest that values clarification and values sharing exercises have positive outcomes for drug abuse prevention education.

The Drug Education Curriculum includes objectives and activities designed to improve self-concept and acceptance of others. It also implements values clarification and values sharing at all levels.

2. Development of Communication Skills: Skills in effective interpersonal communication enable students to realize a measure of control over their lives and environment. These skills help them to express themselves clearly in a positive and acceptable way, listen actively to others, and share and accept thoughts and feelings as a part of meeting their own needs and those of others. They also help students to bridge communication gaps with parents and others authority figures.

   The practice of non-judgmental interaction and sharing has been found to reduce drug use. Sharing thoughts and feelings in a supportive atmosphere enables students to broaden their awareness and acceptance of alternatives to drug use for changing feelings and meeting needs. Assertiveness skills help students resist the pressure of peers to behave in ways that are against their own better judgement. Skills in dealing with stress and pressure can prevent some students from turning to drugs for this purpose. The Drug Education Curriculum includes sequential attention to the development of these skills.

3. Development of Coping Skills: Problem-Solving/Decision-Making. Research has indicated that problem-solving/decision-making processes can be taught effectively to fifth and sixth graders and that, in considering drug decisions, these students expressed healthy attitudes regarding drug use. One approach to decision-making is the force-field analysis. The force-field analysis has been identified as an effective means of teaching students to focus on pressures operating in a particular environment. The Drug Education Curriculum develops problem-solving/decision-making skills, including the force-field analysis, and integrates activities related to problem-solving/decision-making throughout the program.

Features of the Drug Education Curriculum:

1. The curriculum is designed for direct teacher use in the classroom, rather than as a reference document for a local writing committee. Thus it has been printed as nine separate booklets: seven for K-6, one for junior high and one for senior high.
2. The curriculum is a self-teaching and reference document, as well as a teaching guide, which includes background information, descriptions of teaching methods, suggestions for evaluation and the use of community resources and other helps.
3. The curriculum is sequential. While each grade offers a complete grade-level curriculum, following grades build on and reinforce previous grades without repetition beyond what is needed for review.
4. Concepts represent threads of continuity running through the entire K-12 program.
5. Objectives may be grade-specific, may be developed sequentially to build on a previous grade, or may skip one or more grades, then reappear for review or more sophisticated development. Objectives are worded behaviorally and measurably.
6. Few activities are repeated, although similar experiences are provided on several levels. An effort has been made to include alternate activities - basic and more advanced, individual and group, those that require materials or audiovisuals and those that do not - wherever possible, to meet the varying needs of classroom teachers, and their students.
7. Activities requiring films, storybooks or other materials which must be purchased (other than essential references) are designed to be supplementary rather than basic to the curriculum.
8. Of the materials listed for each grade, only a few basic references and soft material supplies are required to

implement the curriculum. Worksheets for teacher duplication are included for each grade. Information sheets story pictures and patterns are also provided.

9. A column at the right-hand side of each curriculum page provides the elementary teacher with a reference for subject integration of material and the Health Coordinator with suggestions for coordinated efforts with teachers of other subject areas at the secondary level.
10. At the end of each concept, a Culminating Concept Evaluation Activity is included to provide the teacher with feedback from students relating to each completed section.
11. A tear-out Evaluation Form at the end of the guide allows the teacher to become a participant in State level assessment and revision of the curriculum.

The district/school Health or Drug Coordinator is primarily responsible for insuring that teacher selection of activities and resources is coordinated sequentially. The district/school Health Education Curriculum Committee may also choose to adapt the curriculum to local needs and resources through Committee selection, in consultation with teachers, of grade level activities and materials.

Evaluation is built into the Drug Education Curriculum and occurs as the teacher develops a unit as well as at the completion of a unit. During evaluation, information is gathered which focuses on the program, the student's learning and progress, the classroom environment, and the curriculum content. The feedback received can be used to shape the course of study to better suit the needs of teachers and students.

A variety of methods have been used in this Drug Education Curriculum to help gather evaluation data:

1. The curriculum is designed to be self-evaluative. Objectives are written in measurable terms and activities are designed so that their completion involves students as active, observable participants. Thus observation of student behavior frequently provides the teacher with a means to assess student progress and goal attainment. Extra support can be provided for those students who experience difficulty with specific activities or in achieving specific objectives.

2. Record-keeping is suggested after the development of each concept throughout the curriculum. These records should reflect the progress of the students. Attitudinal learning activities can be augmented for those students who require support in order to achieve the defined behaviors. Teachers are also encouraged to note activities which were received with enthusiasm and those which required further development. The curriculum is personalized and shaped to meet the needs of most teachers and students.
3. Culminating Concept Evaluation Activities are included in in curriculum. Cognitive tasks, including paper and pencil activities, are used to evaluate content learning. Question activities are written which require students to respond at different cognitive levels. Questions of knowledge, application interpretation, analysis, and synthesis are used to make the paper and pencil tasks more interesting and viable. Open-ended evaluation sheets for students to complete are also included at each grade level. Students are invited to actively participate in providing feedback about information and activities. In this way, the curriculum is shaped by the students to meet the needs of future students.

A topical outline of the senior high drug education curriculum includes the following:

I. Effects of Drugs on the Homeostasis of the Body
    A. Major classes of drugs (review)
    B. Effects of drugs on the neuron and the brain
    C. Tension and body balance
    D. Substance use and body balance
    E. Drug interactions
    F. Drug dependence, tolerance and withdrawal
    G. Drugs and driving
    H. Drugs and pregnancy

II. Drugs and Society
    A. History of drug use
    B. Relationships among industry, controls and society
    C. Social policies regarding drug use
    D. Effects of drug abuse on society
    E. Viewpoints

III. Communication Skills
    A. Stating feelings and needs constructively
    B. Communication dynamics in groups
    C. Communication dynamics in relationships
    D. Effects of substance abuse on relationships

IV. Motivations and Alternatives
    A. Changing moods and feelings
    B. Identifying alternative activities
    C. Dealing with distress and pressure
    D. Practice solving problems
    E. Decisions influencing life style and life span
    F. Developing a life-long model for health
    G. Identifying sources of help and support in the community

TITLE: A GUIDE TO MULTICULTURAL DRUG ABUSE PREVENTION
PUB. DATE: 1981
ERIC NO.: ED 210 374-378

The booklets in this resource guide series are designed to provide information about concepts, techniques, and strategies that can assist minority communities in developing and evaluating drug abuse prevention programs to meet their specific needs. The individual booklets provide practical, "how to," information on the topics of needs assessment, strategies, resources, funding, and evaluation.

TITLE: DRUG ABUSE FROM THE FAMILY PERSPECTIVE:
COPING IS A FAMILY AFFAIR
AUTHOR: ELLIS, BARBARA GRAY, ED.
PUB. DATE: 1980
LENGTH: 148 PAGES
ERIC NO.: ED 205 849

This monograph contains several commissioned papers which attest to the significance of the family perspective in the understanding, treatment, and prevention of drug abuse. Papers discussing the fundamentals of a conceptual framework for the family perspective are followed by a review of theories of family growth and development, structure, function, and dysfunction, including reports of supporting research and case materials. Policy considerations for local treatment programs, state and federal initiatives, and the professional community are discussed. The monograph concludes with conceptual shifts and subsequent proposals that may institutionalize new ways of thinking about dysfunctional behavior. A report of the Office of Program Development and Analysis on the practice [illegible]rimary prevention in family therapeutic work is included. A recurring theme throughout these papers is the supposition that specific family-related antecedents are associated with specific problematic behavior, that certain generic family factors are associated with dysfunctional behavior, and that investigations of the apparent commonalities would be useful.

NATIONAL DIFFUSION NETWORK (NDN) PROGRAM

PROJECT: OMBUDSMAN

A school-based semester-long drug education/primary prevention program.

TARGET AUDIENCE: Approved by JDRP for students of all abilities, grades 5-6. This program has been used in other settings with grades 7-10, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION: Ombudsman is a structured course designed to reduce certain psychological and attitudinal states closely related to drug use. Ombudsman does not emphasize information about drugs per se, although some drug topics are included for discussion as part of specific exercises.

The course has three major phases. The first phase focuses on self-awareness, and includes a series of exercises permitting students to gain a wider understanding and appreciation of their values as autonomous individuals. The second phase teaches group skills and provides students with an opportunity to develop communication, decision-making, and problem-solving techniques that can be applied in the immediate class situation as well as in other important group contexts such as with family and peers. The third active phase is in many ways the most important; the class uses the insights and skills gained during the first two phases to plan and carry out a project within the community or school system. During this phase, students have an opportunity to experience the excitement and satisfaction of reaching out to others in a creative and constructive way.

The program must be presented to a given classroom of students for a minimum of two hours per week for a full semester.

Contact the project about available training and other services.

CONTACT: Bob Giduz, Dissemination Coordinator
Charlotte Drug Education Center
1416 E. Morehead, Charlotte, NC 28204
(704) 374-3211

Developmental Funding: HEW National Institute on Drug Abuse
JDRP No. 78-194 Approved: 6/12/79 Compiled Summer 1981

TITLE: GRAB H.O.L.D.: HELP OVERCOME LEARNER DROPOUTS.
PEER COUNSELING MANUAL
AUTHOR: PHILLIPS, MAGGIE
PUB. DATE: 1980
LENGTH: 133 PAGES
ERIC NO.: ED 203 256

Developed as part of a secondary guidance project designed to maintain enrollment of potential dropouts, this training manual focuses on basic peer counseling skills, such as active listening, effective message sending, self-awareness, helping skills, values clarification, decision-making, and helping relationships. Teaching units are directed toward the facilitator of peer counseling training sessions, and student worksheets are provided. Each unit contains a list of specific skills, teaching activities, discussion questions, along with a section on special issues. The units in Section Two teach strategies for using these skills effectively in the school setting. An annotated bibliography of resources is provided in the appendix.

Section One focuses on the development of basic peer counseling skills and includes the following:

Unit One: Developing Social Ease
Unit Two: An Introduction to Active Listening
Unit Three: Using Active Listening
Unit Four: Sending Effective Messages
Unit Five: Developing Self-Awareness
Unit Six: Helping Skills
Unit Seven: Values Clarification
Unit Eight: Decision-Making
Unit Nine: Starting and Ending a Helping Relationship

Unit One, Developing Social Ease, is reproduced to provide a sample of the activities that can help students learn to introduce themselves, welcome a new person, and start a conversation, and subsequently begin to develop positive attitudes toward helping others.

UNIT ONE: DEVELOPING SOCIAL EASE

Skills: Learning to make self-introductions
Learning to welcome a new person
Starting a conversation with someone new

I. Learning to Make Self-Introductions

1. Have each group member state his/her full name and tell any memories, stories, or feelings connected with it. This might include any nicknames, whom they were named after, humorous stories about family members, ethnic/cultural backgrounds, positive or negative feelings about the use of their names or nicknames, etc.

25 min. It is helpful for group leaders to begin this exercise to provide a model for sharing and also to "break the ice." If students have difficulty expressing themselves, invite other group members to help by asking appropriate questions.

Suggested sample questions for teachers:

What were you called when you were little?
Are you related to anyone famous?
What countries do your family members come from?

2. Have group members share their feelings before and during this activity.

Suggested sample questions for teachers:

How did you feel when I said that we would be
15 min. sharing our full names with each other?
Did your feelings change as students began to share? How?

Then ask what students noticed about each other's responses during the exercise. (If they note that members seemed "nervous," ask them to pinpoint behaviors that suggested this--eye contact, posture, tone of voice and volume, etc.)

Ask whether people introduce themselves to strangers in social situations.

Suggested sample questions for teachers:
How do you feel when you are asked to introduce yourself at parties, etc.?
How do you feel when others introduce themselves?
What makes it easy for people to introduce themselves?

II. Learning to Welcome a New Person

1. Divide students into groups of 5-6. Tell them they are to decide among themselves who will pretend to be a stranger, what the situation will be that the newcomer is entering, and how they will choose to welcome the stranger. 20 min. (They are not to be given more specific instructions since the exercise is designed to make students aware of group interactions as they work without direction from the leaders.)

   Once each group has decided who will be the strangers (they should be told that there will be no volunteers), "strangers" are asked to leave the room, and the group discusses what the situation will be and how group members will welcome them. Group leaders should observe group process during this time without giving further suggestions.

2. Once groups have finished welcoming their "strangers," the large group should be reconvened to share results. If the class is large enough for several small groups, process their experiences by setting up a FISHBOWL. 20 min. To use this technique, invite students who role-played "strangers" to sit in the middle of the room while group members form a large outside circle and watch without comment. When the "strangers" are finished sharing, have them move to the outside of the circle while welcomers from various groups take turns sharing reactions in the middle of the circle.

   "Strangers" should be asked in the fishbowl how they felt at the beginning of the activity (as well as how they were chosen) and whether these feelings changed at various points

492

of their welcoming. They may be asked how they were made to feel welcome and whether they actually felt comfortable in the situation.

Suggested sample questions for teachers:

How did you feel about the way your group chose the stranger? the role-play situation?

What did you notice about how your group arrived at decisions about how to welcome the stranger?

Did you agree with what was decided? Do you feel you did all you could to make the stranger welcome? Why or why not?

What behaviors did you notice for the stranger? Yourself? Other group members? (Eye contact, posture, voice, etc., might be emphasized here.)

3. Once students have processed their reactions to the exercise, leaders can encourage them to pick out patterns and relationships between groups (or group members if the class is small).

Suggested sample questions for teachers:

What was similar about the situations groups chose? What was different?

What was similar/different about how strangers were chosen and welcomed?

Finally, students should be encouraged to generalize to the peer counseling situation and to future experiences they might have helping people feel welcome.

Suggested sample questions for teachers:

How was this role-play like what you might experience as a peer counselor? Are there new students at this high school who need welcoming? How can you find them?

What did you learn about what is helpful in making a newcomer feel welcome or comfortable? What was not helpful?

How would you make a new student feel welcome at Watsonville High School?

III. Starting a Conversation with Someone New

Have students choose someone they don't know well in the class to practice starting a conversation. Introduce the purpose of the activity as a way of getting to know other group members better and to practice what they have learned about making other people feel comfortable (using eye contact should be emphasized). Allow five minutes for each member of the dyad to interview; leaders may want to signal when it is time for partners to switch roles.

Lead students in a discussion of their experiences.

Suggested sample questions for teachers:

25 min.

How did you choose your partner? Did anyone wait to be asked? Were you afraid you might not be chosen? Once you started talking with your partner, were you comfortable? Was your partner comfortable? How could you tell? (Eye contact, slumped posture, kicking feet, etc., - encourage students to describe specific behaviors.)

What kinds of questions did you open with? Did the types of questions change as you continued talking? Were you able to find out what you wanted to know? Were there silences in your conversation? How did you feel about them? How do you think your partner felt?

What did your partner do or say that made it easy to talk to him/her? What are other ways to make someone feel relaxed or comfortable? Are there particular types of questions that are easier to answer? What happens when most of a conversation consists of questions? (Leaders can point out that a barrage of questions often makes the other person uncomfortable.)

How did your partner communicate interest in what you were saying? (eye contact, head movement, posture, facial expression, etc.)

What did you learn from this exercise that will help you start conversations with strangers? How would this exercise be like a contact with a student that you might have as a peer counselor? How would it be different?

Closure

NOTE TO LEADER: It is important to provide closure for students at the end of each training session. Several suggestions appropriate for the first unit are offered below.

15 min.

1. To reinforce skills presented in this unit, introduce an appropriate assignment (see Peer Counseling Assignment Sheet - Appendix) to be completed outside of class and discuss how it might be approached, how it will be evaluated, and when it is due. The assignment for Unit One, for example, might be for students to introduce themselves to someone they don't know and to write a paragraph about the experience. Begin encouraging students to look for situations around school where they can initiate contacts with others. This is VERY IMPORTANT.
2. Also, for the first few sessions in this unit, have students practice naming group members and close each session with a feeling statement from each member (I'm feeling...."). Students should be encouraged to participate but if someone appears "stuck", reassure the group that they have permission to "pass" when they are not ready to participate.

Section Two, Using Peer Counseling Skills, is designed to help students apply the basic counseling skills learned in the first section. The materials focus on:

Unit Ten: Helping with School-Related Problems
Unit Eleven: Counseling Students with Attendance Problems
Unit Twelve: Peer Relationships in School

Unit Thirteen: Dealing with Family Issues
Unit Fourteen: Peer Counselors and Drug Issues
Unit Fifteen: Death and Loss
Unit Sixteen: Sexuality

TITLE: TOGETHER WE CAN. STRATEGIES FOR THE FACILITATION OF A PEER SUPPORT GROUP FOR VOCATIONAL STUDENTS IN NON-TRADITIONAL PROGRAMS
AUTHOR: CAPRIOLE, JOAN; AND OTHERS
PUB. DATE: 1980
LENGTH: 36 PAGES
ERIC NO.: ED 206 257

There are many valid reasons why it is both desirable and advantageous to set up a vocational achievement support group in a school which offers students participation in non-traditional career areas. Those students who consider non-traditional programs most always need help in choosing, entering, and remaining in those programs because of the sexual stereotyping associated with their choices and the subsequent pressures which result from that very stereotyping. A support group is a group in which students, through the training and assistance of a facilitator, learn to function as counselors who support and advise one another within a group setting. The support group must have personnel to assume certain roles necessary to its functioning: (1) a facilitator - an adult, usually a guidance counselor (but may be any other qualified member of the school staff), who is experienced in functioning as a group leader, and (2) peer counselors - the students who learn to work as a support system whereby they advise and assist one another. The main goal of the student support group is to help equip students to deal with the personal, social, psychological, and physical challenges which often arise when a person learns and works in a non-traditional environment.

The presence of a support group in a vocational school helps meet many of the needs of students who select non-traditional shops. For example, student members of the group assist each other in defining as clearly as possible not only what it is that they want to do, but also what they believe is important and worth doing in the world. The group itself provides the emotional and practical support necessary to the assumption and achievement of these goals.

Once students have helped each other ascertain where their interests and aptitudes lie, they then encourage one another in their choice of a non-traditional vocational program. Strong self-images result from group interaction and this leads to students' transference of contributions made in the group situation to other school endeavors and, ultimately, to the world of work.

Most importantly, the group experience helps students in non-traditional careers increase their coping mechanisms so that they may move beyond their problems toward success and satisfaction in their work. The wide base of support from the group counters the sometimes broad lack of support from other areas of the environment.

The objectives of a support group are to:

1. Introduce the concept of a support group to students.
2. Train students to counsel one another by sharing ideas on how to cope with various non-traditional situations.
3. Expand students' knowledge of career awareness and the employment opportunities and salary benefits of working in non-traditional jobs.
4. Equip students with basic leadership qualities for use in the outside world.
5. Help students understand the nature of sex bias, sex stereotyping, and sexism--where the concepts originated and why they have been perpetuated.
6. Familiarize students with laws addressing sex discrimination and equal educational and employment opportunities.
7. Assist students to understand sexual harassment and the actions which may be taken to eliminate it.
8. Show students how to file a grievance using accepted grievance procedures under the law.
9. Acquaint students with affirmative action in the areas of law and employment opportunities.
10. Develop students' network of contacts in relation to employment possibilities in companies which seek and support employees in non-traditional occupations.
11. Demonstrate to students both the need for and means of developing assertive behavior techniques for use in personal and professional life.

12. Facilitate students meeting, as a group, with individuals who hold non-traditional jobs and therefore may act as role models for the students.
13. Motivate students to develop themselves into role models for junior high school students, underclassmen in their own school, and any other students who may be interested in non-traditional occupations.

Benefits of a peer support group are numerous for students, teachers, and administrators.

For Students:

- Opportunities to prove the effectiveness of student participation, thus building groundwork for full student participation in student governance.
- Increased opportunities for first-hand learning experiences through service in school.
- Increased insight into self and peers through peer counseling relationships.
- Opportunity to seek help from peers rather than adults.
- Acquisition of skills to solve own problems.
- Opportunities to develop closer relationships with counselors and administrators.

For Teachers and Administrators:

- Students' satisfaction with counseling services.
- Counselor satisfaction with counseling services.
- Ongoing constructive feedback from students.
- Increased resources of students in addressing school problems.
- Compliance with affirmative action laws.

New Problems That May Arise:

- Need for an ongoing supervision and training program.
- Opposition to advocacy role of students.
- Preservation of confidentiality of students within the group.
- Reality of extra time and work for all concerned.
- Parental sanctions and misunderstanding of students' activities.
- Academic penalties (for missing classes).

- Community objections to students "counseling" other students.
- Scheduling difficulties for teachers and students.
- Time problems in terms of student assistance in the coordination of group activities.

The successful establishment of a peer support group involves a number of steps to insure success.

Step 1

Initially, a facilitator arranges a meeting with the superintendent-director of the school in order to discuss the establishment of a support group and enlist the superintendent's approval. The following points should be covered in such a discussion:

a. The need for the group (number of students already majoring in non-traditional shops).

b. The purpose of the group--what will be done at the meetings, what goals will the group set?

c. The meeting schedule and the fact that meetings should be scheduled in such a way that no member of the group will miss the same academic class more than twice a school year or will miss shop more than the equivalent of one class period a month. (In "week about" schools, each meeting can be scheduled for a different period of the established day to accomplish the same end.)

d. The student "working" population; so many students are involved in after school jobs and sports that it is not practical to hold group meetings after school.

e. Group value; the advice and support members will receive at group meetings will be of as much value to them in their chosen trades as their academic and shop training.

f. Request for informational memorandum; the facilitator requests that the superintendent send a memorandum to all faculty members explaining both the importance of the school's efforts to comply with Title IX regulations and the need for active supportive services to facilitate such compliance. Administrative support in enlisting teacher assistance is extremely important, especially for support group scheduling success.

STEP 2

The second step in the facilitation of a support group involves facilitator communication with school personnel, especially teaching staff. It is the facilitator's responsibility, once the support group is operative, to disseminate to the staff information pertaining to who comprises the group and what its purpose and meeting schedule are. Also included in the information sheet or letter should be an explanation of the procedure to be used when student members leave class to attend meetings (will they be given passes? etc.). It is to be understood that students are responsible for making up any work missed due to attendance of a support group meeting; however, they should in no way be penalized by teachers for time spent at legitimate group meetings.

Another means of reaching staff with pertinent support group information is for the facilitator to arrange the inclusion of a discussion of the support group on the agenda of a staff meeting. If the superintendent can be convinced to give his/her verbal support of the group at the meeting, then the facilitator has created the perfect opportunity for him/herself to present information about group purpose, operation, and scheduling. Afterwards, he/she should open up the floor to questions by interested parties.

STEP 3

Once administration and staff have sanctioned the support group, the facilitator must move toward developing group membership. This can be done using the following procedures:

a. Identify and compile a list of students who are majoring in non-traditional shops.

b. Contact prospective group members personally, if possible, to invite them to become members of the group. Explain to them group purpose and operation. If the number of prospective members is so large that personal contact is not feasible, send a letter to each prospective member at his/her home. Include a tear-off form at the bottom of the letter and ask to have it returned to you if the student wishes to join the group. (It is usually a good idea to give students the option of attending a meeting or two before they have to decide whether or not they want to join the group.) Be sure to contact personally any students who do not respond to the letter.

STEP 4

Enlist the aid of a few "veteran" support group members (if there are any) and use their time, interest, and abilities to help plan the first group meeting. It is also extremely effective to have these veteran peers make some initial contact with prospective members; efforts made by students for students often result in a high degree of commitment that only students can demand of one another.

STEP 5

Plan a very strong first meeting of the group; have veteran peers and/or have one or more students who are members of a support group in another school attend and explain what support groups are and how they work. Then, at any early meeting of the group, either verbally or by use of a questionnaire, determine from the members of the group what types of activities they would like to do at the meetings. At the end of the year, hand out an evaluation form for each support group member to fill out.